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NEW YORK AND CHICAGO.

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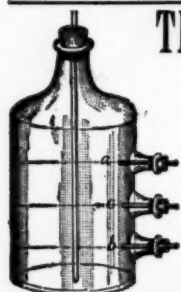
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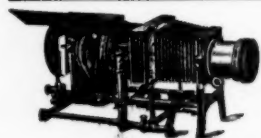
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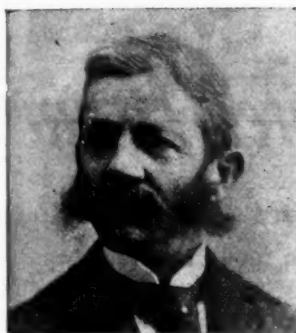
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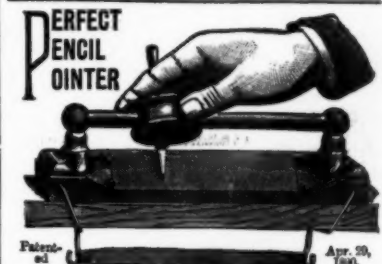
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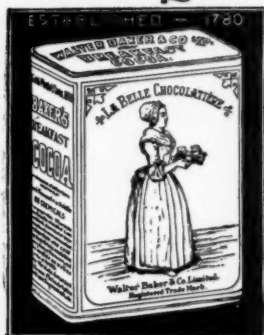
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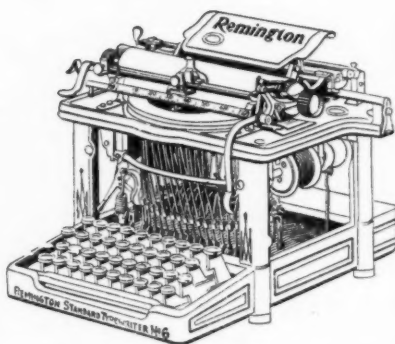
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THE SCHOOL JOURNAL

A Weekly Journal of Education.

Vol. LII.

For the Week Ending February 1.

No. 5

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The business department of THE JOURNAL is on another page.

All letters relating to contributions should be addressed plainly, "Editors of SCHOOL JOURNAL." All letters about subscriptions should be addressed to E. L. KELLOGG & CO. Do not put editorial and business items on the same sheet.

Duties of a Superintendent.

By A. W. EDSON.

The duties of a superintendent may be classed as general and professional. His more prominent general duties are to inspect the school premises,—the grounds, buildings, and outhouses; to know and as far as possible to introduce the most approved methods of heating, lighting, and ventilating school buildings; to select text and reference books, apparatus and supplies, and to see to their distribution; and, in brief, to attend to the endless details accompanying the business part of school administration.

From an economical standpoint the superintendent often proves himself a profitable agent, saving a town, city, or district in a single year no small part of his salary, and sometimes more than his salary.

If prepared for his work, the superintendent is a thorough student of the science and art of education, of psychology with special reference to child study, of applied pedagogy and of the aims and work of our great educational reformers. He has had large and successful experience in teaching, especially in elementary grades. He has an intimate acquaintance with the best schools of the day; he attends educational conventions, institutes, and summer schools; in short, he keeps abreast of all advanced educational movements. Only by such preparation is he fitted to arrange a course of study for his schools. This keystone to any educational structure should be the work of a scholarly and progressive educator. It should indicate the principles underlying, the ends to be attained, the subjects to be taught, the order of their presentation, with some general suggestions on methods of teaching. And after the course of study has been prepared, it must be wisely interpreted and intelligently applied.

The further professional duties of a superintendent may perhaps be best shown by a discussion of his relations to four classes of people,—the school committee, teachers, pupils, and the public:

1. He is the executive head or agent of the school committee. It is the province of the committee to legislate, to give a candid consideration and final decision on the general policy to be pursued. It is the province of the superintendent to study every phase of education, to suggest to the committee what in his judgment he thinks for the best interest of the schools, and, after decision of the committee, to execute their

wishes. He keeps the committee well informed on the actual and comparative condition and needs of the schools, freely and conscientiously recommending changes where improvements are needed. He is their professional leader, and makes his influence felt on all questions pertaining to the welfare of the schools.

2. The value of skilled supervision rests largely in the ability of the superintendent to select and retain good teachers, and to assist all, both strong and weak, to the best results possible. He secures a list of desirable candidates, examines carefully into their qualifications, corresponds with persons able to speak from personal knowledge of their worth and work, visits them in the school-room, and in a variety of ways exercises a judicious care in their selection. He places each teacher where she is most likely to succeed, visits her often, suggests good methods and encourages her in every way in his power. He is a strength and inspiration to the entire teaching force. Superior teachers are recognized and upheld, mediocre ones are stimulated to better preparation and greater efforts, while those who have no ability, who are hopelessly poor, are soon crowded out of the service. Many of our best teachers refuse to teach in towns having no superintendent,—they recognize the value of the help he is able to render.

In the school room the superintendent follows closely the work of each teacher, notes mistakes, omissions, and weaknesses, and gives occasional test and teaching exercises. This constant contact with the schools enables the superintendent to understand and appreciate the difficulties of teachers far better than can any amount of reading and theorizing. Even a brief visit enables a superintendent to observe the spirit and order of the school and the value of the teaching.

The superintendent confers frequently with his teachers at general or grade meetings. Here he unifies and strengthens effort, compares the work of teachers in the same grade and of several grades, considers with them the ends and means in all school exercises, presents model lessons, interprets the various steps in the course of study, encourages and directs professional reading and study. Teachers' meetings without a superintendent to direct are rare and of little value.

3. The superintendent sees that the schools are provided with everything necessary to the bodily health and comfort of pupils, as well as with every appliance for their instruction. He assists in examining, classifying, and promoting pupils from time to time, and by his discriminating oversight prevents the machinery of school organization from destroying all individuality. Proper gradation and frequent promotions lead to increased interest and better attendance. He encourages pupils to be prompt and regular at school, and to this end sees that the truant officers do their duty. He ex-

cites the ambition of pupils to obtain a good education, and as a result the attendance in grammar and high schools is greatly increased.

4. The superintendent often renders the schools invaluable service by interesting the people, the fathers and mothers, taxpayers, and voters in their present condition and needed improvements. He gains their attention and support by frequent teachers' meetings, where all interested can learn of what is being attempted, and of modern education,—its purpose, means, and methods; by evening meetings for general discussion of the work of the schools and the relations of the people to them; by school exhibitions, where some of the more tangible results of school work can be displayed; by arranging special visiting days, where the regular daily work of the schools can be observed; by providing monthly and yearly reports of pupils' work and progress for the inspection of parents; and by interesting the daily and weekly press in reporting school news and abstracts of addresses at teachers' meetings, institutes, and conventions. When people hear much of the schools, visit them often and appreciate their needs, they appropriate liberally for their support.

Again, he often acts the part of intermediary in settling differences and misunderstandings between parents and children on the one hand and teachers on the other. Educational machinery will always work with greater ease and efficiency if the cogs, wheels, and bearings are kept well oiled.

RESULTS OF SUPERVISION.

Skilled supervision has been on trial long enough to enable a fair estimate of its merits to be made. There can be no longer any question of its great advantage to the schools, wherever it has been given a fair trial.

The following is a brief summary of the improvements noticed in towns and cities employing trained superintendents:

1. Better teachers; a better professional spirit on their part; better results.
2. More regular attendance of pupils in all grades; better classifications and progress; more frequent promotions; increased attendance in the grammar and high schools.
3. A well arranged and properly balanced course of study; unity of work through the various grades, from the kindergarten to the high school; economy of time and effort.
4. Greater care in the selection of suitable text-books, apparatus, and supplies; better equipment and care of school buildings; more economical expenditure of money.
5. Greater interest in the schools on the part of parents and tax-payers.

From a report on "Supervision of Schools in Massachusetts," by A. W. Edson, agent of the Massachusetts State Board of Education. This is a most interesting report, which contains valuable historical notes and sound suggestions on present problems of school supervision.

Word Building and Spelling.

The English Education department on Jan. 11, issued a circular to inspectors of schools in which it is said:

"Word-building is a system of teaching by means of a course of progressive lessons, leading up from the formation of simple sounds to the composition of words by means of affixes and suffixes, and may be considered to consist of two distinct divisions:—

"1. The building up of a single syllable, by assigning to it that combination of letters which usage has determined to be the conventional representation of its sound, which is the true inductive method of teaching spelling.

"2. The combination of one or more of such syllables, of which a root word (*i. e.*, a word which cannot be reduced to a simpler form) is composed, with suffixes and affixes, such as the formation of nouns from adjectives, as heavy, heaviness; thus giving a training in the use of language.

"The former process by itself would lead to correct spelling in the languages of countries which possess comparatively few cases of exceptional spelling. But the imperfections and inconsistencies of our English alphabet in representing many of the commonest sounds are so numerous that it might almost be said that in English we virtually possess two separate languages, a spoken language and a written language, the one appealing to the ear, the other to the eye.

"It is not possible, consequently, to separate the spelling of anomalous words entirely from word-building because a purely phonetic method of spelling English words cannot be used; therefore after dealing with a group of words connected by a common spelling of the same sound, and so reducing a considerable number of English words to certain visible and intelligible principles, the teaching should embrace the spelling of some few exceptional words of common use, which convey the same sound by a different combination of letters, though such instruction lies quite outside the progressive course of lessons on word-building. It should be clearly understood that such lessons are subordinate to the word-building, and should not be considered as a real test of a good series of word-building lessons. In selecting the exceptions to be taught it would be wise to select such anomalous words as are in common use.

"A clear distinction may be helpfully drawn between the methods of teaching groups of regular words formed by word-building and exceptions to the rules. In teaching, the former should be spoken before they are written on the blackboard, to connect more firmly the sound with its ordinary combination of letters; the latter should be written on the blackboard before they are spoken, so that the teacher may be able to disconnect the same combination from its ordinary pronunciation.

"The word-building lessons in infant schools may be usefully restricted to the simple phonic teaching of the more common of the different sounds represented by the letters of the alphabet. It should be possible in infants' schools to teach simple combinations which might include, for example, all the simpler closed syllables; while relegating to the schools for older scholars such difficult varieties of sound as are conveyed, for instance, by the three sounds of the combination "ch" in chin, charade, and chasm. But the chief part of the word-building will, in the upper schools, consist of the combination of root words with suffixes and affixes, which might be progressive in difficulty, rising from such simple forms as the more common terminations of nouns and adjectives and the suffixes denoting gender, to the formation of adverbs from adjectives or prepositions, or other difficult combinations. There is no better exercise of the inductive method of reasoning, nor one more intelligible and interesting to young children, than verbal analysis—*i. e.*, the exact investigation of the several parts of familiar words. The addition, for example, of the suffixes *en*, *er*, *est*, *ly*, *ish*, and *ness* to the word sweet, and the use of words so found in short sentences, will lead the scholars by simple induction from these and other similar words to determine for themselves the exact meaning of each suffix.

"Any course of word-building proposed for your approval should be sanctioned if it follows the following rules:—

"1. The classes of words proposed to be taught should be plainly set out in progressive order—*i. e.*, words that can be taught both through the eye and the ear.

"2. The anomalous words, or words which form exceptions to these rules, which can be taught by the eye only, should be also set out in lists submitted to the inspector and limited to words in common use, and in any examination which you may hold no others should be expected to be spelt.

"Some freedom may be permitted as regards different modes of spelling the same word, as inflexion and inflection, by-law and bye-law, judgment and judgement."

Good Reading for Children.

The Education Society, of Brookline, Mass., at its January meeting discussed "The Reading of Our Boys and Girls." Dr. Walter Channing, the president of the society, opened the discussion.

SYSTEMATIZE HOME READING.

He said we should learn not only what the children think they are reading, but what they do read. Many things are read by our youth of which they themselves are unaware. Phillips Brooks said that there was one great purpose of life, the shaping of the character by truth. There are two great channels by and through which truth comes, the obedient trust of the child, and the individual conviction of the adult. It would be impossible to enumerate the detailed truth that goes to make up character, but reading is one of the most important. What is the most common reading in the average home? Simple, ennobling literature or a great variety of newspapers, magazines, and miscellaneous material? We read too superficially, and skim over a dozen subjects with no particular attention to any one. It is the era of the newspaper, and observation teaches us that such a desultory perusal is enervating and demoralizing. Sensationalism is what popularizes a newspaper, and such news is not always trustworthy nor the best literary diet for our children. It gives them a superficial idea of life and teaches them to form hasty judgments. The speaker suggested that if it were possible he would advocate the placing of a fine-meshed screen before every household through which all reading matter should be passed.

GIVE CLASSICAL READING TO CHILDREN.

Mr. Horace E. Scudder, editor of the *Atlantic Monthly*, said that the fault seemed to be that there was no particular design in the reading of families; the reading drifted in from all sides and from no especial place, and our reading habits were thus formed accidentally. The nearest book or magazine is the one usually read. Is it not necessary that we should organize for good reading and treat the matter systematically? The public school is the place of all others in which to instill the good reading habit into the young mind. The first business of the school is to teach how to read, and its methods and systems concentrate upon this one idea; is the one study which is kept through the entire course. The school should teach not only how to read, but what to read. Reading should not be so much for information as for the inspiration. Labor is necessary to perfect mental growth, and from this standpoint alone, if from no other, the study of the classics should be practiced and required. A child does not turn to great books of his own accord; they should be put in his way, and the school is the place for such instruction rather than the home. Great works of literature, art, and the sciences should be placed before the child, the hedges of footnotes should be cleared away and the matter itself given for consideration. Of course the child will gather strange misconceptions, but that is of minor importance. Clear away the apparatus and get directly to the subject-matter. The best way to give the best of literature to the child is to share it with him. Books written for children are notably short-lived. Words-of-one-syllable books are but makeshifts and should by all means be avoided. Obey the law of the child's mind and by constant reading and re-reading impress upon the child-mind the beauty of old ballads and of the works of the standard authors. The child reads Shakespeare for the story, the youth for the adventure and dramatic fire, and the adult for the deep thought and accurate plumbing of life. Character is formed by early reading, and the classical reading of most persons over twenty is but the re-reading of what they once read and imperfectly digested.

CULTIVATE CHILD PERCEPTION AND CHILD IMAGINATION.

Supt. S. T. Dutton asked: What child is the best reader? The child who has a pleasant and thought-

enriched home life, where the materials for an intelligent comprehension have been supplied by the parents. We read with what we have and comprehend with a sense knowledge. The kindergarten is the great developer of child perception and child imagination. Its success cannot be gauged by the mechanism of reading, but by the promise of the future development. Experience should be brought home to the young mind, and this is not an easy thing to do. If the interest in the great writers can be aroused by the citation of experiences suitable to child comprehension, that interest will remain aroused and will increase in a constantly growing ratio as he nears maturity.

FICTION THE FAVORITE READING.

Miss Maud A. Hartwell gave the result of her own experience in seeking to learn what were the most widely-read books by high school pupils, and said that out of forty books instanced, there were but two which were not fiction. There is no gain in variety. Why? Is it from lack of appreciation, or from a lack of stimulus? Literary taste is a matter of temperament. But why do our young people read so many novels? It is probably from the same reason that their elders indulge occasionally: because they contain the maximum amount of pleasure for the minimum amount of effort. The demand is for "plot, more plot, and still more plot," and it should be written large that he who runs may read. How can the young read numberless books, —good, bad, and indifferent,—without injury? The result is the same as is obtained through eating "Tabasco," and the palate becomes irresponsive to anything less highly seasoned. Boys and girls should be given no more novels as a brain food than jam for the digestion. Fiction should be taught more seriously, and the standards should not be gauged by the literary style of the fifteenth, sixteenth, or seventeenth centuries. The standard should be modern and the pupil should be taught to know the difference between "Mr. Barnes of New York" and "The Little Minister." The question should be not how to elevate the children, but how to elevate the teachers and the parents.

Mr. Charles Knowles Bolton gave as a reason for novel reading the lack of the social element in the home. A child's hobbies should be developed naturally by the parents, and should be cultivated by the reading of appropriate works upon the special line of thought required. Without forcing the child, cultivate the side not usually looked into, and by contrasted reading and study make the mental growth as well-balanced as possible.

WHAT TO READ.

Mrs. Bean spoke upon reading in relation to history, and gave an urgent appeal for a real and vitalizing study of history. The teacher's influence should reach beyond the walls of the school-room, and can be greatly aided by the sympathetic home appreciation of the parents.

Mr. Arnold, of Cambridge, said that the time will never come when we can spare the influence of the great literary leaders in style and in the world's thought. The trouble is that such reading is far above the heads of the young.

Miss Frye pleaded for the development of the child imagination, and said that the melody and swing of poetry helps us to ease over the hard places.

Poetry McSkimmon gave a number of original reasons which had been given her by her scholars why they preferred certain books. One boy liked "David Copperfield" because it "took hold of him;" another preferred the "Tales of Ancient Troy;" "He ought to like Achilles best, but Hector is just right." "Little Women" was still a general favorite with the girls; the "Elsie books" had lost their charm,—"Elsie was too good and not a real girl."

Mr. Charles Carleton Coffin said that it was a rather difficult matter to organize an effective course of reading. This is a particularly active age; the newspapers and magazines, as never before, are giving the news from all over the world. The keynote of this era is intensity. In the midst of such progression a specific

course cannot be set. This country is to-day the leader in history-making innovations. History gives us the marks of the Almighty as prophesying in the past the marvelous developments of the future. The child education should be in line with the philosophy and meanings of the times in which they live.

A MATERIALISTIC VIEW.

Mr. J. C. Packard said that there were no great classics that children should read. Children should study the book of nature and should study the common things which lie about them. Their literature should be up to date; the latest development of science and mechanics, the latest in the history of the world, as taught by newspapers and magazines should be placed before them. Better far than classical reading are the common scientific, electrical, and steam toys and the handbooks which accompany them. There is a great lack of popular scientific reading suitable for our young boys. The need is not so much for Byron and Shakespeare, as for more practical knowledge.

THE PEDAGOGICAL SIDE.

Dr. E. M. Hartwell was opposed to early teaching and strongly opposed the idea of making children "little literary echoes." A child cannot be judged by an adult standard; he is not a miniature man. Modern evolution has taught the necessity of proper physical and mental development, but the idea of child brain capacity has been wrongly estimated. Modern theories of education tend to the mere literary advancement of our youth without the naturally simultaneous physical growth. Children should be taught to speak correctly before being taught to read.

NOTHING LIGHTER THAN EMERSON.

Father Field spoke of the picture crusade which is being made by English artists for appropriate pictures in the school-rooms. The day of dull school surroundings has passed and the demand is for something enlivening for the walls of our schools, and this want has been partially met. He offered for inspection a number of examples of linear design, and spoke entertainingly upon the subject of art in the school. He told of the surprise he had felt when he was told by a certain young Boston Miss that "she never read anything lighter than Emerson," and also spoke of the young man who told him he had read everything from "Chaucer up."

A Circulating Library Plan.

The Detroit *Free Press* of January 16, gives a full description of a plan devised about six years ago to put good literature in circulation in the public schools of Detroit, which, it says, has borne greater fruit than was hoped for by its most sanguine promoters. The system, as at present in operation, is said to be the largest in the United States. The original object was simply to put into the hands of the children, by means of the public library, instructive and entertaining literature to take the place of the pernicious class of reading, that perverts the mind and gives wrong ideas of life. Not only has the plan met with gratifying results, as far as the pupils are concerned, but the parents of many of them, notably of the poorer class, have been introduced to the charmed realm of literature, and, if possible, they are more eager than the children in the pursuit of knowledge, and in the enjoyment of the entertainment provided by books that keep the mind pure and healthy.

DEVELOPMENT OF THE PLAN.

The circulating library in the public schools was opened in March, 1889. The books are furnished by the public library, and the only expense borne by the board of education is that in connection with transportation and the means. At first only the seventh and eighth grades were provided for, the number of schools receiving at that time being sixteen. The number of books sent to each school varied from 50 to 100, while

the total number of volumes in circulation reached 1,000.

In January, 1892, the plan was extended, whereby the fifth and sixth grades were included. The number of schools receiving was thirty; the number of books furnished each school, from 40 to 175; the total number in circulation being 2,300. In 1894, 600 new books were added to the list.

In September, 1895, the plan was still further extended, when the fourth grade was taken in, now making five in all. Fifty-two schools are furnished with literature; 1,500 more volumes have been added, and the total number in circulation to-day is 4,400. According to the size of the school and the number of grades taught in it, so is the number of books furnished it. Eighty boxes are needed for the transportation, which also vary in size, according to the demand. The books are brought in and changed every eight weeks, or five times per school year of ten months. A school never receives the same set of books twice in a year, seldom twice in two years, so that as near as can be reckoned, a pupil will not receive a book twice.

The circulation in 1894 was 17,000, counting the books that were used only once in a school, while, as a matter of fact, the same book, in many instances was handed round and read several times before it left the school.

COST TO BOARD OF EDUCATION.

This year Librarian Utley and the committee of principals that select the books, have devised a scheme by which they can obtain accurate distribution. It is estimated that the circulation for 1895 will be between 75,000 and 100,000. The cost of transportation last year was about \$100; this year it will be nearer \$160.

LIST OF BOOKS.

The books as supplied the grades are as follows:

FOURTH GRADE.

Alcott, Under the Lilacs; Burnett, Editha's Burglar; Carroll, Alice in Wonderland; Cox, Brownies Around the World; DeFoe, Robinson Crusoe; Grimm, Popular Tales; Jamison, Lady Jane; Kellogg, Stories from Arabian Nights; Kingsley, Water Babies; Miller, Little Folks in Feathers and Fur; Otis, Toby Tyler; Page, Two Little Confederates; Plympton, Dear Daughter Dorothy; Richards, Captain January; Richardson, Eyes Right; Ruskin, King of the Golden River; Schwatka, Children of the Cold; Sewell, Black Beauty; Stowe, Uncle Tom's Cabin; Wiggins, Bird's Christmas Carol.

FIFTH AND SIXTH GRADES.

Alcott, Little Men; Alcott, Little Women; Alcott, Spinning-Wheel Stories; Andrews, Ten Boys; Brown, Rab and his Friends; Burnett, Little Lord Fauntleroy; Burnett, Sara Crewe; Butterworth, Patriot Schoolmaster; Craik, Fairy Book; Dodge, Donald and Dorothy; Dodge, Hans Brinker; Ewing, Jackanapes; Ewing, Jan of the Windmill; Hale, Stories of Invention; Henty, Friends Though Divided; Ingelow, Stories told to a Child, first and second series; Ingersoll, Ice Queen; Jackson, Nellie's Silver Mine; Kellogg, Good Old Times; Kingston, In the Wilds of Africa; Kipling, Jungle Book; Lillie, Jo's Opportunity; Munroe, Derrick Sterling; Munroe, Dorymates; Ober, Knock-About Club in the Antilles; Richards, Joyous Story of Toto; Saunders, Beautiful Joe; Sidney, Five Little Peppers; Stickney, Swiss Family Robinson; Sweet, Captain Polly; Taylor, Boys of Other Countries; Trowbridge, Cudjo's Cave; Whitney, Faith Gartney's Girlhood; Whitney, Leslie Goldthwait; Wiggins, Polly Oliver's Problem; Wiggins, Timothy's Quest; Wright, Stories of American Progress; The Children of all Nations.

SEVENTH AND EIGHTH GRADES.

Abbott, Life of Columbus; Abbott, Life of Boone; Abbott, Life of De Soto; Baldwin, Siegfried; Bolton, Girls Who Became Famous; Brooks, Life of Abraham Lincoln; Butterworth, Zigzags in Classic Lands; Butterworth, Zigzags, in Europe; Butterworth, Zigzags in the Orient; Chaplin, Life of Benjamin Franklin; Coffin, Boys of '76; Coffin, Boys of '61; Coffin, Building the Nation; Cooper, The Deerslayer; Cooper, The Pioneers; Craik, John Halifax, Gentleman; Dickens, Old Curiosity Shop; Eggleston, Hoosier Schoolmaster; Farmer, Story Book of Science; Farrar, Eric; or, Little by Little; Fisk, The War of Independence; Hale, Life of Washington; Hale, Boys' Heroes; Hale, Man Without a Country; Hawthorne, True Stories; Hawthorne, Wonder Book; Henty, The Young Carthaginians; Higginson, American Explorers; Hughes, Tom Brown's

School Days; Ingersoll, Old Ocean; Jackson, Ramona; Knox, Famous Boys; McCook, Tenants of an Old Farm; Scott, Ivanhoe; Scott, Tales of a Grandfather; Shaler, Story of Our Continent; Stockton, Rudder Grange; Towle, Life of Raleigh; Towle, Life of Pizarro; Towle, Drake, the Sea King; Towle, Marco Polo; Towle, Vasco da Gama; Wood, My Back Yard Zoo.

PARENTS INTERESTED.

A few instances are given by the *Free Press* showing what interest the parents take in the books loaned to their children. A strong argument in favor of the plan is supplied by one family, living in the east end of Detroit, and consisting of five members, the parents, a son and a daughter who are both wage-earners, and the public school pupil. The father is a laborer and the mother takes in washing. The books furnished the pupil go round the whole five. After the child is through, then the older children in turn read the book, next the father, and last of all the mother, who not infrequently sits up far into the night, so that she may not lose a line. The family have constituted themselves into a kind of literary club; the hardships of life are forgotten and between the interchange of views, and the systematic reading of good books they have widened and furnished their intellectual horizon beyond any possibility but for the means supplied them.

Only through this same plan, too, have a number of poor families come to know that there is such a thing in Detroit as a free circulating library. Others who had known of its existence, were not aware that they could enjoy its advantages until some time after the school plan was in operation, believing that it was only the well-to-do and the privileged classes who could take out books. After some inquiry they were enlightened as to the facts, and not long ago a young lady, a principal of one of the schools, took a number of her boys down to the public library and became security for them and got each of them a regular member's card so that they might enjoy the privilege of taking out any book in the catalogues for the benefit of themselves and their parents.

The School Library.

Buying Books.

The following suggestions to teachers for buying books for school libraries are condensed from the *New York Library Bulletin*. The books for a school library should be selected with reference to the help they will afford teachers and pupils in the work of education.

1.

Buy no book unless by personal acquaintance or competent and trustworthy testimony you know that it is worth adding to your school library.

2.

Do not feel that you must buy complete sets of an author. Of very few authors are all the works worth having.

3.

Buy books suitable for each grade; foundation for a taste for reading should be laid in the lower grades. Failure to recognize this fact is the commonest error in the selection of book libraries. Books for young people should be inspiring and ennobling, but they must be interesting. No amount of excellence in other directions will compensate for dull books.

4.

Buy books which are plainly but substantially bound. Attractive illustrations are desirable in books for very young readers.

5.

Look out for American editions of English books. If the book is really valuable such editions are pretty sure to come out at an early day and at a greatly reduced price.

6.

Look out for second-hand copies of costly works. But do not trust too much to the second-hand dealer. His wares are often defective.

7.

Do not buy of a book peddler. In nine cases out of ten you can find better and cheaper books at the store.

8.

Buy of a reputable dealer, but do not surrender your judgment to his. The books for a school library should be selected with reference to the help they will afford teachers and pupils in the work of education.

The Story of Independence.

In Speech, Song, and Allegory.

By M. D. STERLING.

FIRST SCENE.—*An upper room in the state house, Philadelphia. An old-fashioned arm-chair and foot-stool occupy the middle of platform. One or two other pieces of furniture suggestive of Colonial days may be used if it is convenient.*

SINGING BY SCHOOL.—"My Country, 'Tis of Thee."

During the progress of this song two boys enter dressed to represent the bellman of the state House and his grandson. The bellman has his hair powdered, or else wears a wig of cotton batting tied in a queue. He should have a three-cornered hat, knee breeches, and shoes with large buckles. The grandson wears a similar costume. The bellman seats himself in the chair. The grandson takes the foot-stool at the bellman's feet. At the conclusion of the song by school the following dialogue is spoken.

Bellman.—Ah, grandson, if I were only younger or you were a little older how pleased I'd be!

Grandson.—Why do you say so, grandfather?

Bellman.—Because in that case one of us could shoulder a musket when the call to arms is heard.

Grandson.—What makes you suppose there will be a call to arms, sir?

Bellman.—Just as soon as the Declaration of Independence is adopted by our Continental Congress, boy, a war with England is sure.

Grandson.—But, grandfather I thought that England was our own dear "mother country." So you have said to me often. Why should we wish to fight with England, grandfather?

Bellman.—There is no other course, my lad. For the past ten or twelve years England has treated her American colonies with gross injustice. Regardless of their rights she has again and again imposed taxes and enacted oppressive laws which have been resented by even her most loyal subjects. In vain have been all appeals. The "mother country" persists in treating us as slaves rather than children. Yesterday, July the second, within these very walls of Philadelphia State House, the Congress took a decisive step, resolving that "these American colonies have a right to be free and independent states." A great Declaration of Independence (so I am informed) has been prepared by Mr. Thomas Jefferson. It sets forth all the reasons for our proposed separation from England, and to-morrow, July 4, that Declaration will be passed by the Congress and signed by all the members, though the tyrant, King George, should hang them every one!

Grandson.—And are you pleased, grandfather?

Bellman.—Who would not be pleased to see his country shaking off the hand of the oppressor? Aye, lad, my old heart is warm with joy. Remember, I shall be waiting in the State House belfry to-morrow while Congress deliberates in the hall of the east wing. I want you to station yourself at the door of the hall, and just as soon as the Declaration is passed, lose no time in signaling to me from below. Do you understand, my lad? The moment that I see you wave your hand that moment the old bell shall begin to ring a peal for freedom and the right!

Grandson.—I understand, sir, and will obey.

Bellman.—And when you hear the first notes of the bell, say to yourself, "The inscription on its side has come true. Now, indeed, does the bell 'proclaim liberty throughout the land, to all the inhabitants thereof.'"

(A sound of shouting is heard coming from outside.)

Grandson.—Listen, grandfather; the people are having another town-meeting in the State House yard. Let us climb up into the steeple and see what is going on. I am sure there will be speechmaking and singing. (Exeunt.)

SCENE SECOND.—A town meeting in Philadelphia, July 3, 1776. Any number of boys and girls may take part in this scene, the more that can be accommodated on the platform the better. The boys should be greatly in the majority, however. The costumes should be in colonial style, as far as possible, with here and there a sprinkling of Quaker garbs. The speakers should occupy places near the front, while those belonging to the chorus only stand back. As they enter, in groups of two, three, or four, they seem to be talking earnestly together.

CHORUS OF CITIZENS.

In Liberty's Most Glorious Name.

(Air: "The Watch on the Rhine."—Page 51, Franklin Sq. Coll. No. 1.)

In Liberty's most glorious name
Now be all tyrants put to shame!
Too long we've borne oppressive laws
And vainly plead our country's cause.

In Liberty's most glorious name,
In Liberty's most glorious name,
Our right of independence we proclaim,
Our right of independence we proclaim!

Come, every patriot, who would be
From England's rule forever free!
Tho' few in number we are strong,
Since right must ever conquer wrong.

In Liberty's most glorious name, etc.

First Citizen.—Well, good neighbors, what think you of the times?

Second Citizen.—As for me, I agree with our respected townsman, good Ben. Franklin. He says, "Every day furnishes us with new causes of unnecessary enmity and new reasons for making an eternal separation; so that there is a rapid increase of the formerly small party who were for an independent government."

Third Citizen.—With George Mason, of Virginia, let me say, "When the last dutiful and humble petition from Congress received no other answer than declaring us rebels and out of the king's protection, I from that moment looked forward to a revolution and independence as the only means of salvation."

Fourth Citizen.—And I, sirs, like Dayton, of South Carolina, believe that "the Almighty created America to be independent of Great Britain. To refuse our labors in this divine work is to refuse to be a free, a great, a pious, and a happy people."

Citizens (together).—Hear! hear! hear!

First Citizen.—From the sentiments you profess, good friends, I doubt not that you favor the bold Declaration of Independence which has been prepared by our neighbor Jefferson, and upon which Congress will have reached some decision ere this time to-morrow.

Citizens (together).—Hurrah for the Declaration! Hurrah!

Second Citizen.—To-morrow's sun will rise on the birthbay of a nation, and July the fourth be ever more a time of rejoicing with the people of the United States of America.

Third Citizen.—Not too fast, my brother! Some hard fighting, I fear, has to take place before we can rejoice in peace over our independence. Do you suppose that England will let these colonies slip from under her heavy yoke without a struggle? I tell you no! A long war lies before us after we "pledge our lives, our fortunes, and our sacred honor" to the support of the Declaration.

Fourth Citizen.—War or no war we will maintain our "unalienable rights" and stand for independence!

Citizens (together).—Yes, we will stand for independence!

CHORUS OF CITIZENS.

Stand for Independence, Boys.
(Air: "Yankee Doodle.")
Stand for independence, boys,
Each one in his station,
And our thirteen colonies
Shall yet be one great nation.

Chorus.— Stand for independence, boys,
Keep your colors flying;
For Freedom's birthday now is near
And Tyranny is dying.

Look! in dark blue summer sky
The evening stars are blazing;
Fit pattern for that starry flag
That we shall soon be raising.

Chorus.— On that great Hand that guides the world
For help and strength depending,
Let's face with courage every foe
Our country well defending.

Chorus.
(The citizens go out in groups as they entered. Either a boy or a girl then comes in and gives the following recitation:

RECITATION.

"Liberty and Independence."

(This selection may be found in Normal Fourth Reader.)

There was a tumult in the city,
In the quaint old Quakers' town,
And the streets were rife with people
Pacing restless up and down;
People gathering at corners
Where they whispered each to each,
And the sweat stood on their temples
With the earnestness of speech.
As the black Atlantic currents
Lash the wild Newfoundland shore,
So they beat against the State House,
So they surged against the door;
And the mingling of their voices
Made a harmony profound,
Till the quiet street of Chestnut
Was all turbulent with sound.

"Will they do it? Dare they do it?"

"Who is speaking?" "What's the news?"

"What of Adams?" "What of Sherman?"

"Oh, God grant they won't refuse!"
 "Make some way there!" "Let me
 nearer!"
 "I am stifling!" "Stifle, then!"
 When a nation's life's at hazard,
 We've no time to think of men."

So they beat against the portal,
 Man and woman, maid and child;
 And the July sun in heaven
 On the scene looked down and smiled.
 The same sun that saw the Spartan
 Shed his patriot blood in vain,
 Now beheld the soul of freedom
 All unconquered, rise again.

See! See! The dense crowd quivers
 Through all its lengthened line,
 As the boy beside the portal
 Looks forth to give the sign.
 With his little hands uplifted,
 Breezes dallying with his hair,
 Hark! with deep, clear intonation;
 Breaks his young voice on the air.

Hushed the people's swelling murmur,
 List the boy's exultant cry,
 "Ring!" he shouts, "Ring, Grandpa!"
 Ring! oh, ring for Liberty!"
 Quickly at the given signal
 The old bellman lifts his hand,
 Forth he sends the good news, making
 Iron music through the land.

How they shouted! What rejoicing!
 How the old bell shook the air.
 Till the clang of freedom ruffled
 The calmly gliding Delaware.
 How the bonfires and the torches
 Lighted up the night's repose.
 And from the flames like fabled Phoenix,
 Our glorious Liberty arose.

That old State House bell is silent,
 Hushed is now its clam'rous tongue;
 But the spirit it awakened
 Still is living—ever young.
 And when we greet the smiling sunlight
 On the fourth of each July,
 We will ne'er forget the bellman
 Who, betwixt the earth and sky
 Rung out loudly "Independence!"
 Which, please God, shall never die.

—Selected.

SCENE THIRD.—*In the State House. On the wall back of platform hang a large framed copy of the Declaration of Independence. On one side hang a portrait of Jefferson and on the other a portrait of Washington. Veil the Declaration with white bunting or muslin; cover Jefferson with blue and Washington with red. Middle of platform place an overturned large armchair (representing the overthrow of royalty in the colonies); purple drapery, a crown, and a scepter lie near. Girls dressed in white and carrying banners or shields with the names of the Thirteen Original States, enter while the song that follows is sung by the school. They take places in a semicircle about the emblems of royalty. Pennsylvania standing in the middle with Massachusetts on her right and Virginia on her left. Pennsylvania holds a black piece of material over her arm to be used as a pall for the emblems of royalty.*

SONG BY SCHOOL.

Hail the Republic.

(Air: "Hail to the Chief."—Franklin Sq. Coll., No. 2.)

Hail the Republic in triumph advancing,
 Honored and blest be the union of states.
 Light of true freedom in every eye glancing
 Tells that no longer proud England dictates.
 Hail the Republic in triumph advancing, etc., etc.

Chorus.—

Throne, crown, and scepter fall;
 Spread, then, their funeral pall;
 They have no place in the land of the free.
 Right more divine than kings
 Our independence brings,
 Liberty and union our watchword must be.

Son of Virginia, thy great Declaration
 Never from patriots' memory shall fade;
 Long as our land shall continue a nation
 Firm stand that corner-stone Jefferson laid!
 Son of Virginia, thy great Declaration, etc., etc.

Pennsylvania (to the other states.)

United States, this day, July the Fourth,
 Our sons from east and west and south and north,
 Have made of us a free and happy nation,
 By signing in these halls a Declaration
 Whose noble lines with truth and honor fraught,

(Points to emblems.)

Have, as you see, to king dire ruin wrought.
 Help me, my sisters, with a kindly grace
 To hide these emblems of a past disgrace.

(They cover with a black pall the throne, crown, and scepter.)

Virginia (unveiling Jefferson's picture).—

Sisters, forget not by whose hand was penned
 That Declaration which you here commend;

(Unveils Washington.)

Nor fail in praise to him whose trusty sword
 Shall to that deed a full defense afford.

(Points to Jefferson.)

Here—see the Author of the Declaration!

(Points to Washington.)

And there—its Guard against all desecration!
 Each to Virginia is an honored son
 Alike, her Jefferson and Washington.

Massachusetts.—

Fear not, Virginia, that the honor due
 Your noble sons shall be withheld from you.
 Yet, by to-day's most mighty Declaration,
 May we not claim them sons of our whole nation?

(Points to Jefferson.)

Sharing with you the blessing of his pen
 Whose glowing words taught equal rights for men;

(Points to Washington.)

Sharing with you the blessing on his sword
 Drawn for those rights against the tyrant horde.

Pennsylvania.—

Virginia, Massachusetts, sisters all—
 Once more the doings of this day recall;
 The Congress, one by one, in fancy see
 Signing this charter of our Liberty!

(Here she uncovers the Declaration.)

Here, once again, the dear old State House bell
 The story of our independence tell;
 Then while you honor men and praise their
 measures
 Still hold this Declaration chief of treasures.

The States (together).—

Yes, while we honor men and praise their
 measures,
 We'll hold this Declaration chief of treasures.

First verse of "Hail Columbia" by school.) Exit states.)

Hereafter THE JOURNAL will issue two special magazine numbers a month, each of which will have at least twelve pages added to the regular number. The first one of each month will be known as the SCHOOL BOARD issue. Of this the present number is a fair specimen. The second and fourth will be the ordinary issues; the third will be the "Monthly Method Number," which will contain many school-room helps, lessons, devices of various kinds, supplements, etc.

School Law and Legal Intelligence.

Abstracts of Decisions on Miscellaneous Questions of Interest to School Officers.

By R. D. FISHER.

Public High Schools—Validity of—Land Purchased by—Approval of Title by Supervisors.—

1. Acts of 1894 which incorporated and placed under the supervision of the superintendent of public instruction, the Bedford high school, as a part of the free school system, the incorporators of which were the superintendents of schools and the clerks of the school boards of Bedford county, and which was a school belonging to the class of a "higher grades of schools," which Art. 8, Const. allows the state to foster, and not within the limitation imposed by Const. Art. 8, regulating the disposition of the annual tax for public free school purposes, is constitutional.

2. Since a covenant in a deed, requiring the vendee to erect a building on the land purchased and to use it for a particular purpose, is binding on one purchasing from him with notice of the covenant, title to land bought for school purposes subject to such a covenant, is properly disapproved by the board of supervisors of a county to whom it has been submitted under Code sec. 824. *Board Supervisors Bedford Co. vs. Bedford High School, Va. C. of App., Nov. 21, 1895.*

Adoption of Public School System—Registration of Voters—Injunction.—

1. In 1889 the legislature, upon the recommendation of the municipal authorities of the town of Decatur, passed an act to authorize the establishment of a system of public schools in that town, and to provide for acquiring property and buildings, and raising revenues. Under the constitution it was necessary, before the act could go into effect, that it should be submitted to a vote of the qualified voters of the town and "approved by a two-thirds vote of persons qualified to vote at such election." The act provided for such an election but did not prescribe the mode of ascertaining the number of persons qualified to vote at the election. An election was held and two-thirds of those voting at the election voted "For public schools," and the authorities were preparing to establish the schools and to assess the tax-payers for maintenance when an injunction was asked and granted on the ground that the election was void because no provision had been made for the registration of voters previous to the election so as to ascertain the number of legal voters in the town and the manner in which the two-thirds thereof might vote. On appeal

Held, That it would have been competent for the municipal authorities, by a proper registration ordinance, to have ascertained the whole number of such voters in the town, but as no such ordinance was adopted, and no other legal means of ascertaining such number existed, the fact that two-thirds of those voting at the election cast their ballots in favor of the establishment of public school system was not a legal test upon the question. Injunction sustained. *Mayor etc., vs. Williamson et al, Georgia, S. C., Nov. 15, 1895.*

Statutory Bond—Construction—Validity.—

Where the laws (How St.) provide that contractors shall execute to the state a bond for the payment of all indebtedness which may accrue to any person for labor performed in the erection of a public building. *Held*, that persons to whom an indebtedness had accrued for labor performed on a school building may recover on a bond executed as required by statute, except that it was payable to a board of education instead of to the state, and though there was an additional condition to save said board harmless from all claims from such labor. *Board of Education of City of Detroit vs. Grant et al., Mich., S. C., Nov. 19, 1895.*

Contract—Implied Stipulation—Refusal to Teach Classes Assigned.

1. Under a complaint by a school teacher to recover salary based upon and alleging a full compliance with the terms of an express contract to teach as assistant principal in the high school department, where the evidence shows that she has materially violated its provisions in refusing to teach certain classes assigned to her by a new and recently selected principal when possessing the scholastic attainments and ability to do so, when the different members of the board frequently endeavored to persuade her

to teach said classes, her defense being that neither the board of education nor the principal of the school had power to modify or change the assignment made by a former principal of the schools. *Held*, under the contract it was the duty of plaintiff as assistant principal to teach such classes and perform such duties, within the scope of her employment, as the principal of the school might reasonably assign or direct, and where plaintiff had wilfully and without justifiable cause failed and refused to perform her duties, a dismissal was justifiable and no recovery could be had for salary unearned. *Morrow vs. Board of Education City of Chamberlain, S. Dak., S. C., Oct. 28, 1895.*

Indiana Law—Transfer of Children for School Purposes.—

In an action by *mandamus* to compel the school authorities of the City of Peru to accept of children of school age transferred from adjoining districts for school purposes, on appeal it was *held* (1). That a person who can show to his school trustees that he will receive better school accommodations ("accommodations may include more convenient distance, better roads, better graduation etc.,) in another or adjoining school corporation is entitled to transfer.

(2) It is the duty of the school trustee, of whom transfers are asked, to decide the question. His decision is subject, however, to appeal to the county superintendent whose decision in the matter is final. Either the person asking the transfer, or the school trustee to which the transfer is made, has the right to ask for an appeal to the county superintendent within thirty days after the notice of transfer is given.

(3) Transfers are given only for one (the next) school year. In other words the conditions may change so as to make it absolutely imperative that transfers be made annually.

(4) The principal question to be determined is the question of "better accommodation." *Edwards et al., vs. The School City of Peru, Ind., S. C., Dec. 19, 1895.*

Material Furnished for School-House.—

Held, 1. That a petition in an action for materials furnished for the construction of a school-house should allege authority by the trustee to contract a debt for such purposes.

2. *Mandamus* will not lie to compel school trustees to levy a tax to pay an unascertained and unacknowledged debt. *King vs. Trustees of School Dist. No 23, Mason Co., Ky., S. C., Oct. 31, 1895.*

*Contracts—Employment of Teachers—Construction.—*1. A contract by a school district for the employment of a teacher from a certain time did not specify the duration of the contract, but provision was made for the closing of the school under certain circumstances. *Held*, that the contract continued for the school year, and the teacher was entitled to teach for that period, subject to the contingencies specified in the contract. *Butcher vs. Charles et al Directors, etc., Tenn. S. C., Nov. 9, 1895.*

Common School Fund—Misappropriation by City.—

In an action by the Louisville School-board against the City of Louisville to recover moneys collected by taxation for school purposes, *Held*, that under the constitution (sec. 184) providing that the fund for common schools produced by taxation shall be appropriated only to the maintenance of the system, a city cannot relieve itself from paying over to the school board the whole amount collected, on the ground that it went into the sinking fund. *City of Louisville vs. Louisville School Board.*

A New Question—And New Suit.—

A case has been filed for trial in the Jay Co. Ind. Circuit Court which will attract the attention of teachers, scholars, and school officers generally. It is a *mandamus* proceeding brought against Prof. Louis M. Crowe, principal of the Pennville schools, by W. H. Robinson, a former pupil, who seeks to be reinstated. The principal had organized a class in physics and made Robinson a member of it. He found the study difficult, so much so that he was obliged to neglect some of the other branches. He asked to be excused from it but this was refused, so it is alleged, and then he declined to study physics any longer. He was in consequence thereof expelled, but came back and was for the second time expelled by force, hence this action. The ultimate result and finding will be anxiously awaited.

Poor and Poor Laws—Proceedings by Township Trustee to Remove the Poor from his Township.—

1. Where the laws of Indiana (stat. 1831) provide that on com-

plaint of a Township Trustee a justice of the peace may cause any poor person found in the township, likely to become a public charge, and having no legal settlement therein, to be removed to the place where he belongs; that if the trustee of the township to which the pauper is removed shall find himself aggrieved by such removal he may appeal from the decision of the justice to the circuit court. *Held*, that on appeal the circuit court was not bound to conclude from the evidence that the person alleged to be a pauper, or likely to become a public charge, was such in fact.

2. *Held*, That alleged paupers cannot be removed from a township after they have actually resided therein continuously for more than a year, though the order for removal is made before the expiration of such year's residence. *Cicero Township vs. Falconbury et al.* Ind., App. Ct., Nov 20, 1895.

NOTE.—City and town schools in Indiana are usually crowded by reason of the large number of pupils transferred from the country districts. Under the law parents may apply for transfers and if they pay any school tax this, too, is transferred. The township trustee is the person to pass upon the question of "better accommodation." If his decision is not appealed from within thirty days it is final. A school corporation cannot refuse pupils properly transferred simply on the ground of crowded conditions of the schools.

NOTE.—This question is of interest to township trustees and overseers of the poor.

Teacher and Pupil.

[Continued from JOURNAL of January 4.]

COMMITMENT TO REFORM SCHOOL.

There is a class of public institutions for children, known as houses of refuge, houses of reformation, reform schools, industrial schools, etc., which are regarded in some states as essentially schools, in other states as essentially prisons of a modified type.

In some states under constitutional provisions, in others under statutory enactments, in still others under judicial interpretations of clauses taken from the great charter given by King John in 1215, no person can be punished for an infamous crime except upon presentment by a grand jury and subsequent conviction by a petty jury, or confession in open court. In one way or another this rule is understood to prevail in most of the states except in regard to military crimes.

Whether a child, therefore, who is guilty of an infamous crime, or against whom the evidence of guilt is strong, may be committed to a reformatory institution, against his will and without indictment and conviction, may depend, not only upon local statute, but also upon whether such institution is regarded as a school or as prison, upon whether such commitment is regarded simply as a benefit to the child or as a punishment for wrongdoing.

According to the one theory, the sole object of the commitment of a child believed to be guilty of a grave crime is to provide such industrial, mental, and moral education as may be for his highest good. Viewed in this light, it is no more a punishment, no more an unconstitutional restriction of personal liberty, than it is such a restriction to commit to a like institution a destitute, unfortunate, and vagrant child, to take the custody of a child from one parent and bestow it upon another, to appoint a guardian of the person, to commit a lunatic or a spendthrift to an asylum, to bind out an apprentice, or to compel, by means of a truant officer or a school board, an idle and truant child to go to the public school. Upon this theory, the state only does what any school board might do on a smaller scale,—establishes a special school for such boys and girls as appear to need it, and although their classification may subject them to a disgraceful prominence and to severer rules and discipline than ordinary, it is not in the nature of a penal sentence.

According to the other theory, such commitment is a punishment, an imprisonment, the execution of a penal sentence.

Have state legislatures, then, constitutional power to enact statutes authorizing the commitment of unconvicted children to reformatory institutions? This question is one of the many subdivisions of the broader question,—What is the true sphere of the state? The state is not, like ancient Sparta, humanly speaking, omnipotent and omnipresent to regulate and control the affairs of private life. It is not "the chief end of man," and the idealism of Plato's Republic—in which the community is everything, the individual and the family nothing—is foreign to our system of law, and repugnant to our ideas of personal liberty. On the other hand the state has general powers for the promotion of the general welfare, educational and moral, as well as material, and its very existence depends upon the intelligence and virtue of its citizens. It must, therefore, be invested with some authority over children, to the end that they may not become criminals. What is the constitutional limit of this authority? Does it extend to the taking of a child from his home and his parents, and committing him to a reformatory institution for his own good, without first branding him as a convict?

—From "Talks About Law," by Edmund P. Dole.

Interesting Notes from School Reports

Minneapolis, Minn.—Course of study in Music and Manual for Teachers.—Annual Report of the Supervisor of Music, with a brief history. For two years the supervisor of music has brought the schools that do especially good work in music to meetings of teachers of their own grade, the teacher giving a model lesson. This plan has proved beneficial in the way of creating ideals in the teaching of this branch.

Brooklyn, N. Y.—Catalogue and Announcement of the Polytechnic Institute.

Canton, Ill.—Annual Report, with Course of Study, Rules and Regulations, of the Public Schools. Number of pupils enrolled, 1,540. Cost per capita, based on daily attendance, \$24.42. Number of teachers, thirty-seven. Number of pupils in high school, 299. Number of books in high school library, 500; teachers' library, 123. By means of a small contribution each month, additions are made each year to the library.

Hartford, Conn.—Annual Report of the School Visitors of the Public Schools. Attention is called to the overcrowding of the schools in the south district, one of the rooms having sixty-five pupils. The introduction of manual training is strongly recommended. There are twenty schools, 8,153 sittings. Number of different pupils registered during the year, 9,546. Number of teachers, 245. Average monthly salary of male teachers, \$139.03; of female teachers, \$57.29. Value of school buildings and sites, \$1,408,100.

Elizabeth City, N. C.—Fourth Annual Catalogue of the Colored Normal School.

Terra Haute, Ind.—Manual of Gymnastic Exercises for Public Schools. Arranged by Louis Lepper, director of physical culture.

Ashland, Ky.—Fifth Annual Report of the Board of Education. Number of white children, 1,724; of colored, 159; total, 1,883. Number of pupils enrolled, 1,185. Amount of expenses, \$26,965.10. Number of buildings owned by the schools, 6. Number of buildings rented, 6. Value of school property, \$37,085.11. Value of library, \$300. Number of volumes, 400. By permission of the board of education the teachers spent a week visiting the schools at Columbus, Ohio. The training class for teachers is a success as shown by the superior work of the teachers who have had the training. The course in elementary science has been enlarged for the coming year. Supt. Crabbe says, "The object of this course is not to make scientists of the children, but to quicken their thought and intelligence, by putting them in a frame of mind to observe and to commune with nature."

Trenton, N. J.—Annual report of the Commissioners of Public Instruction. Number of schools, 24. Number of children, 14,680. Number of children attending no school, 4,347. Number of teachers, 176. Number of pupils to teacher in primary grades, 44. Forty-six are graduates of a normal school; 16 graduates of the city training school; 114 are non graduates. The teachers' consulting library has 1,556 books. Besides this there are 18 school professional libraries, which are loan collections, or libraries bought by the school or teachers.

A Teachers' Club for self-improvement was organized in March, "to aid in every practicable way the advancement of the cause of education in Trenton." Two series of University Extension lectures have already been held. Nearly all first and second-grade teachers belong to the primary association. Eighty-nine teachers joined the state teachers' association last summer. The longest time taught by any teacher is 39 years. The superintendent's report contains important suggestions on correlation and child study. Supt. Gregory deprecates the present inability to extend the kindergarten system. He intends during the year "to make some propositions looking to the introduction of manual training in a modest way."

Wesleyan University, Middletown, Conn.—Annual catalogue.

Utica, N. Y.—Annual report of the Superintendent of Schools. Number enrolled in public schools, 7,617, in private and church schools, 2,773. Average daily attendance, 5,299. Number of teachers, 188. Number of pupils registered per teacher, 43.6. Average daily attendance per teacher, 29.3. Total cost of the schools, \$128,023.47. Cost per pupil, based on average daily attendance, \$24.16. \$8,400 has been spent in repairing, enlarging, and refurbishing. Some of the schools have been provided with adjustable desks. The school commissioners have a custom of sending committees from their number to visit the schools of other cities.

The abolition of examinations as a basis of promotions has been extended, and last year all promotions from the intermediate departments were based solely upon the recommendations of the principals and teachers. Superintendent Griffith recommends that the practice be carried still higher.

Supt. Griffith has held frequent meetings with the teachers for the consideration of school work. More than fifty of the grade teachers met to study the principles and practices of the kindergarten, a class of sixty made a thorough study of Lange's "Apperception," and a class of twenty completed the study of educational psychology, and at least two smaller groups made a systematic study of EDUCATIONAL FOUNDATIONS and Colonel Parker's "Talks on Pedagogics." The superintendent strongly advocates the introduction of manual training.

Letters.

South Carolina's Educational Provisions.

In your issue of January 18, on page 70, under the head of "Local Control of Schools," referring to the new institution of South Carolina and its provisions for the support of public schools, you use the following language:

"There is nothing in the adopted educational section of the constitution which requires the opening and support of a single colored school in the state."

You are in error here and do this state an injustice. Without referring to statistics, I venture to say that South Carolina has done as much, if not more, for the education of the colored people as any other state in the Union, and they will receive, under the new constitution their full share of the increased educational advantages, as evidenced by the following extracts from the new constitution:

Article XI., Section 5, says:

"The general assembly shall provide for a liberal system of free public schools for all children between the ages of six and twenty one years." Sect. 7 says: "Separate schools shall be provided for children of the white and colored races."

These are the provisions for common schools. As to higher education of that race, Section 8 says:

"The general assembly shall, as soon as practicable, wholly separate Claflin college" (the present state college for the colored race) "from Claflin university, and provide for a separate corps of professors and instructors therein, representation to be given to men and women of the Negro race; and it shall be the Colored Normal, Industrial, Agricultural, and Mechanical college of this state."

This, as well as her past history, ought to satisfy the most exacting that South Carolina will do her duty by that race, and under her educational qualifications the youths of that race will have equal advantages as the white youths in preparing themselves for the exercise of the right of suffrage.

The schools for colored children for years have been kept open the same length of time as those for the white, and have been taught by teachers of their own race and choice. This will not only be continued, but the time will be prolonged, and facilities increased for both races.

F. M. SHERIDAN,

Barnwell, S. C.

Supt. Graded Schools.

Differences Between State University and Normal Schools in Wisconsin.

The full account which THE SCHOOL JOURNAL gave of the meeting of the Wisconsin State Teachers' Association was highly commended at our last institute, and your local agent took quite a number of new subscriptions. I regret that so much prominence was given to the charges preferred by County Supt. O. E. Pederson, of Winnebago, against the management of the state university. But that is not the fault of your correspondent; he simply gave a truthful report of the discussions. Knowing how widely THE JOURNAL circulates and that it reaches not only every part of the United States, but is read also in Europe, where I saw it in four university libraries, I ask you to print the following extract from an article in the Oshkosh Times of January 17. It is necessary that our state affairs should be rightly understood, as the idea might be carried abroad that we are trying to hamper the grand work of President Adams and the regents of the University of Wisconsin.

It is rumored that the state normal schools inspired the attacks upon the university because of just grievances they believed they had. This explains why the differences were referred to a joint committee consisting of Pres. Adams and Regent Bartlett, of the university, and Pres. Coe, of the state board of normal school regents, and Pres. Albee, of the Oshkosh normal school, together with Supt. Emery, who is an ex-officio member of the board of regents of both the state and university and the normal schools.

On the invitation of Pres. Adams, of the state university, the presidents of the several normal schools in the state will meet the faculty of the state university at Madison for the purpose of talking over the differences existing between the university and the normal school managements and to try to settle them by mutual concessions, the result of which will be submitted to the joint committee which will hold a meeting January 26.

"The points of difference between the state university and the state normal schools are somewhat peculiar. Since 1887 the state university has admitted the graduates of the normal schools to the junior class of the university. The same privilege was accorded to the graduates of the normal schools of Minnesota, Iowa, and Nebraska, where the normal course is practically one year shorter than in this state. This was not entirely satisfactory to the university people and they proposed a change which the normal school people of Wisconsin thought was unjust to their graduates. This change very materially lowered the standing of

the normal graduate on entering the university." It is charged that the university faculty went so far as to insert this change in the catalogue issued last year, but that in response to the protest it caused, the printed leaf containing the change was cut out and another one was inserted in which the proposed change was made a matter for future consideration.

"This is the main point to be considered by the joint committee, but it is not the only one. The state university naturally wants to secure as large a proportion of the graduates of the high schools throughout the state as possible; the normal schools have like inclinations, and this, it is said, has generated a vicarious rivalry. Again, both the state university and the normal schools endeavor to place their graduates in positions in the high schools of the state, and are extremely jealous of each other's influence in this direction.

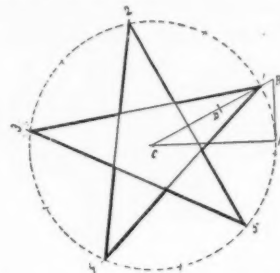
"Another source of discomfort between the two institutions has grown up of late years in a rivalry to secure legislative appropriations, which is becoming more and more intensified with each meeting of the legislature."

A. BADGER.

[The report of the special investigating committee of the state university completely exonerates President Adams from the charges made against him.—ED.]

The Five-Pointed Star.

About two years ago THE JOURNAL published a method of drawing a five-pointed star approximately correct. The following method is easier and is exact:



Draw the right-angled triangle CAB with the line AB equal to half of AC. Make DB=AB. With CA as a radius describe the circle 1-2-3-4-5. By applying CD as a chord the circumference will be divided into ten equal arcs, and the alternate points 1-2-3-4-5 will be the points of the star, which will be completed by drawing the lines 1-3, 2-4, 3-5, 4-1, and 5-2. WILL SCOTT.
Johnstown, Pa.



THE WASHINGTON SCHOOL, WILMINGTON, DEL.



GRAHAM HIGH SCHOOL, MACON, GA.

School Building Notes.

ARKANSAS.

Fort Smith will build high school. Write board of education.

CALIFORNIA.

Redlands.—An addition will be built to Union high school. Cost \$9,000. Address board of trustees.

San Francisco.—Three buildings are to be put up for the use of the affiliated colleges and departments conducted here. Cost \$250,000. Write J. H. C. Bonte, secretary board of regents, University of California, Berkeley.

—The Sisters of Notre Dame are to put up a new college building for girls.

CANADA.

Hamilton.—The plans have been approved for the collegiate institute and normal school; it will be steam-heated. Write Wm. Stewart & Son, archs.

Kingston will build schoolhouse. Cost \$20,000. Write board of education.—Tenders will be received by Power & Son, archs., Lion block, for high school furniture and laboratory fittings.

Winnipeg, Manitoba.—The new school buildings will be fitted with desks and other furnishings. Write Stewart Mulvey, secretary.

CONNECTICUT.

Hartford.—The Catholics contemplate erecting a large schoolhouse. Address Rev. J. A. Mulcahy.

Norwich will build schoolhouse. Write Arch. Wilson Potter, 3 Union Square, New York city.—The central school district will build schoolhouse. Cost \$40,000.—J. J. Toomey was awarded the contract for the new Laurel Hill schoolhouse at his bid of \$12,329. Proposals for heating and ventilating will be received by S. Alpheus Gilbert, of the board.

Southington will build high school. Cost \$30,000. Write R. W. Cowles, or H. M. Holcomb.

Willimantic.—All bids received for the high school have been rejected as in excess of appropriation.

DISTRICT OF COLUMBIA.

Washington.—The new building for the American university is to be begun at once. Van Brunt & Howe, of Kansas City, and W. M. Poindexter are the associated architects.

FLORIDA.

Jacksonville will build high school.

GEORGIA.

La Grange.—The Southern Female college will erect new buildings from plans by Bruce & Morgan, archs., Atlanta.

Social Circle will erect schoolhouse. Write Hayden & Wheeler, archs., 503 Equitable building, Atlanta, or J. O. Shepherd, board of education.

ILLINOIS

Carbondale.—An addition will be built to Southern Illinois normal. Cost \$40,000. Write board of trustees.

Chicago will erect schoolhouse on Goethe street. Cost \$30,000.—Also schoolhouse on West Erie street. Cost \$85,000. Write Arch. Aug. Fiedler, Schiller building.—Also will build new school and nine additions at total cost of \$373,000.—A chapel will be added to University of Chicago; a gift from Mrs. E. G. Kelly. Cost \$100,000.—The committee on grounds

and buildings, of the board of education, have concluded to erect one new school building at a cost of \$75,000 and additions to present buildings during coming year as follows: Addition to Fifty-fourth street school, \$40,000; addition to Ward school, \$45,000; addition to McClellan school, \$40,000; addition to Dickens avenue school, \$30,000; addition to the Pickard school, \$45,000; addition to the Cornell school, \$45,000; addition to the Hermosa school, \$8,000; addition to the Everts avenue school, \$40,000; addition to the J. H. Thorpe school, \$45,000, and the erection also of a school building on Wellington street.—Will build a twenty-eight room schoolhouse. Write Jno. A. Guilford, manager, room 1110, Schiller building. The University of Chicago has received Miss Culver's gift of \$1,000,000. Four buildings will be added to the university. Cost \$100,000. Write Arch. Henry Ives Cobb, Title and Trust building.

INDIANA.

Indianapolis.—A new scientific building for Hanover college will be erected.

Michigan City.—The high school building was burned to the ground. Loss \$50,000. Insurance \$32,000.

IOWA.

Colfax will erect schoolhouse. Cost \$30,000. Write W. R. Parsons & Son Company, Archs., Des Moines.

KANSAS.

Seneca.—A parochial schoolhouse is to be erected. Cost \$8,000. Write Architect Jos. J. Waitz, Atchison.

KENTUCKY.

Louisville will build girls' high school. Cost \$125,000. Write school board.—Also manual training school for colored pupils. Write school board.

MAINE.

Gardiner will build schoolhouse. Write City Council.
Bangor, Maine is building an elegant 20 room schoolhouse with every modern appliance. It is said to be the finest school building in the state. Heating and ventilation are by Fuller & Warren.

MASSACHUSETTS.

Boston will build addition to Henry L. Pierce school. Write Arch. A. Warren Gould, John Hancock building.—Will furnish Brighton high school. Write Wm. T. Eaton, chairman.—A parochial schoolhouse will be erected on F. St. by Holy Trinity Catholic Society. Write J. H. Keenan & Co., builders.

Cambridge will put up a Latin school. Write board of education.
Holyoke will build high school. Cost \$146,000. Write Arch. Michael Cummings.

Mt. Auburn will build schoolhouse. Cost \$40,000. Write Arch. A. H. Gould, 42 Court street, Boston.

Springfield will build an art school. Write City Library Asso.

Wakefield will build schoolhouse. Cost \$38,000.

Westford.—A new Westford academy will be built. Cost \$15,000. Write Arch. H. M. Francis, Fitchburg.

Winthrop.—A schoolhouse will be erected on Pauline street. Cost \$20,000. Write Town Treasurer.

MICHIGAN.

Ailegan.—Fire destroyed the second ward schoolhouse. Loss \$6,000. Insurance \$3,000.

Detroit.—A parochial schoolhouse will be built for the St. Ann's R. C. society. Cost \$25,000. Write Rev. Peter Andre, Gatriot and Field avenues.

Lansing.—A \$16,000 cottage will be erected on campus grounds of Boys' Industrial school.

Ypsilanti will build addition to normal school. Cost \$10,000.

MINNESOTA.

Lake Crystal.—An addition will be built to schoolhouse. Cost \$6,000.

Write J. F. Strunk.

Minneapolis will build high school on Fremont avenue. Write Arch.

C. F. Strunk.

Silver Lake will build schoolhouse. Write Severin Nelson, clerk.

St. Cloud will build addition and wing to its normal school. Write

Arch. A. E. Hussey.

Sykes Block.—A Russian Catholic school-house. Cost \$7,000. Write

Arch. Eads & Cordella, Rochester block, or Rev. John Maliaresky, pastor.

Warren will build two schoolhouses in district 33, Marshall Co. Write

N. K. Nelson, clerk, board of education.

MISSOURI.

St. Louis will build schoolhouse on Oliver street. Cost \$10,000. Write board of education.—Arch. F. C. Bonsack, Union Trust building, has prepared plans for schoolhouse for F. G. Niedringhaus.

MONTANA.

Boulder.—A special school election was held Jan. 4, to raise the sum of \$2,200 for school purposes.

NEBRASKA.

Harrington will build schoolhouse. Cost \$15,000. Write board of education.

Valley will build schoolhouse. Cost \$7,500. Write Arch. A. H. Dyer, Fremont.

NEW JERSEY.

Bayonne will build schoolhouse. Write R. J. Hewitt, secretary.

Madison will build a schoolhouse. Cost \$40,000. Write Boring & Tilton, architects, 57 Broadway, New York City.

NEW YORK.

Buffalo will erect schoolhouse on Delevan Ave. Write R. G. Parsons, sec'y.

Brooklyn will heat and ventilate new school building No. 9, and addition to school No. 72. Write Jno. R. Thompson, chairman, com. on heating, etc.

Dunkirk.—The academy building will be heated and ventilated. Write Arch. W. H. Archer, 85 W. Eagle St., Buffalo.

Holland Patent will build normal and training school. Cost \$40,000. Write board of education.

New York city will erect schoolhouse on St. Ann Ave. & 147th St. Address board of school trustees for 23d ward.—Also on 13th St. a one-story brick school. Cost \$5,000. Write Arch. C. B. J. Snyder.—Proposals will be received for heating and ventilating new grammar school on 83d St. Write board of school trustees, 12th ward.

Schenectady will build addition to the Nott Terrace school building. Write John H. White, chairman.

Syracuse will receive proposals for furnishing school desks and seats.

Write board of education.—Will also build high school. Cost \$150,000. Write board of education.

OHIO.

Columbus will heat the schoolhouse on 9th Ave. by steam or hot air.

Address C. E. Norris, board of education.

Springfield.—The board of education will build an addition to the Central, Northern, Southern, and Clifton St. school buildings.

Toledo will build school. Cost \$250,000. Write board of education.

OREGON.

Cottage Grove will build schoolhouse. Write J. H. Kirk, clerk.

PENNSYLVANIA.

Darby Borough will erect schoolhouse. Write Arch. Morgan Bunting, 1217 Filbert St., Phila.

Nantucoke will erect schoolhouse. Cost \$15,000. Write Geo. T. Morgan, president school board.

Philadelphia.—A large dining hall will be added to Haverford college. Cost \$14,000. Write W. L. Price, 731 Walnut St.—Will build schoolhouse. Cost \$16,000. Write Arch. Walters & Hinkle, 417 Locust St.

Washington.—An addition will be built to Female seminary. Cost \$25,000.

Williamsport will build schoolhouse. Write L. W. Green, chairman.

RHODE ISLAND.

Providence.—The west side high school building will be installed with a complete system of plumbing. Write Martin & Hall, archs., 502 Industrial Trust building.

SOUTH DAKOTA.

Flandreau will erect schoolhouse in district No. 31. Write board of education. Mr. B. Iverson, chairman.

TENNESSEE.

Memphis.—Alterations are to be made in St. Paul's school. Write Mr. A. B. Hill, sec'y.

TEXAS.

Belton will erect schoolhouse. Cost \$7,000.

Fort Worth.—A new medical college building will be erected. Cost \$25,000.

Palestine will build schoolhouse. Cost \$12,000. Write W. C. Campbell, city sec'y.

WEST VIRGINIA.

Huntington will build schoolhouse. Write R. W. McWilliams, city clerk.

WISCONSIN.

Burlington will build schoolhouse. Cost \$35,000. Write board of education.

Madison will build addition to 5th ward school. Cost \$15,000. Write Gordon & Faunack, Archs.

Menasha will build high school. Cost \$15,000.

Oshkosh will build Smith schoolhouse. Cost \$8,000. Write board of education.

Prairie Farm will erect schoolhouse. Write J. C. Richardson, clerk.



HIGH SCHOOL, WILMINGTON, DEL.

The State Reading Circles.

Is This the Best Indiana Can Do?

The men and women on the Indiana Reading Circle are charged with the duty of selecting books the reading of which will make the teachers of the state better teachers. The offices they hold in the schools of the state return no emoluments; they serve for the purpose of attaining better teaching. They are supposed to look over the large field and select volumes that will practically reach the most important end. Whether they select wisely cannot but be discussed.

It is a good thing for a person to read Shakespeare, and if a teacher should ask advice on this point we would counsel him to read as much as he could, not neglecting arithmetic, geography, and other school studies, the Bible, the practice of school songs, improvement in manual and physical training, much drawing, the consideration of moral development, and several other things.

For the year 1896 the officers of the Indiana Reading Circle have selected Guizot's "History of Civilization," "Self-Reliant" (Emerson), "The Great Stone Face" (Hawthorne), "The Holy Grail," and the "Vision of Sir Launfal," etc.

We doubt whether the fathers and mothers will see a particle of benefit accruing to their children from this work of the committee. No, they have not done well; it is a wonder such capable men and women as are on this committee could not have done something more practical.

The supposition is that the teachers know how to teach already and this is a mistake; there is no subject so large to-day as teaching; if the Indiana teachers consider that this year, they will need to consider it next year, and so on. The neglect to put this subject before the teachers in a helpful way cannot be explained away on the ground that the teachers need literary culture most of all. That is not their pressing need.

The teacher stands daily before a little company of young souls of whose manner of growth he knows very little; he faces problems in the management of them that demand special thought and study. In short, he needs to study Education. But right here the committee may say the teachers have had educational books and need a change. What mistakes have been made in the selection of educational books!

It is a good question, What is the reading that will benefit the great majority of the teachers of Indiana? It does not seem to us that this committee considered seriously the needs of the great body of working teachers. Suppose a good type were selected and the question asked him, "What is your pedagogical difficulty?" Would he not reply, "The arousing of an interest in study and to be in order."

And this is but saying he does not understand young human nature. And will not all help that can be given him be in the revealing of the laws of mental and moral development. Suppose, for example, the country doctor was advised by his city brethren to read Shakespeare. Would this help him cure small pox and diphtheria?

Or, again, suppose these same teachers were sent to a really good normal school, would the faculty put

Shakespeare into their hands as a text-book? It is to be regretted that twelve precious months are thus to be wasted, not for the teachers' sakes entirely, but for the 500,000 children there are standing before them. Let them if they have the desire to read in unreal life that nevertheless pictures out real life, own a copy of Shakespeare, and as they may have the taste and time read Hamlet; what is said of Shakespeare applies to all books not relating to the science and art of teaching. But if it is desired that they teach better to-morrow than to-day they must have something that throws light on the problems that daily arise in the school-room.

The many helpful suggestions on how to provide good literature for the boys and girls in the schools which are given in the present number, will be appreciated by large numbers of teachers and school officers. They strike at the root of the problem and offer practical solutions that can be applied everywhere. It is regretted that a description of the book circulation plan inaugurated in New York city for the special benefit of the teachers and pupils in the public schools came too late to be included in the present number. It will be printed in a later number.

Attention is also called to the symposium on school music systems, on another page. It sets forth the distinctive features of the leading systems now used in American schools.

The series of chapters on "Educative Instruction," by Professor Wilhelm Rein, of Jena, translated from the great encyclopedic handbook of pedagogics now being published in Germany, will be continued next week. The coming chapter treats of co-ordination, correlation, and concentration of studies, and is one of the most interesting of the series.

The following issue will also contain an excellent sketch of Professor Paulsen, the renowned pedagogic thinker in the University of Berlin. It is written by Professor Levi Seeley, of the state normal school at Trenton, N. J., who studied under Dr. Paulsen last year.

Leading Events of the Week.

It is reported that Brazil has sent a ship to take possession of the island of Trinidad.—It is said there is a strong and cordial wish at the White House for an early and complete settlement with Great Britain of the dispute over Venezuela.—Frank J. Cannon and Arthur Brown are elected United States senators from Utah.—Over 100,000 people visit the bicycle show in Madison Square Garden, New York city.—Governor Morton, of New York, urges economy in legislative appropriations.—The iron industry is reported to have had an exceedingly profitable year.—Though no alliance exists between Russia and Turkey, there is an understanding between them of so intimate a character that it practically amounts to a treaty.—Italy sends 6,000 more men to Abyssinia.—Resolutions calling upon European powers to protect Christians in Turkey and pledging support to the president in a show of force in the Dardanelles passed by the United States senate and house.—Death of Theodore Runyon, American ambassador to Germany.—The steamship *St. Paul* stranded off Long Branch, N. J.—Free silver men making strong efforts to pass a free-coinage substitute for the bond bill.—During the week there do not appear to have been any decisive advantages gained by either side in Cuba. Families of the revolutionists are reported to be leaving the island in large numbers. A ship loaded with men, arms, and ammunition, and destined for Cuba, sank off the eastern end of Long Island.

Johannesburg.

TOPIC EXERCISE.

It is a custom followed by many teachers to call upon one or more pupils immediately after the opening exercises to give some information on current events. These pupils either rise in their seats or come forward and face the school and speak for one, two, or three minutes, depending on the importance of the subject; sometimes questions are asked them by the teacher or by a pupil. The following is prepared especially for a pupil to read, or, which is far better, to study, until he can state with readiness.

The southern part of Africa was settled by the Dutch; after the Napoleonic wars, which ended about 1815, England took a good many points that had been settled, for her share in carrying on these wars. She had destroyed the fleets of France, Holland, and Spain, and so she was able to annex such colonies as she pleased belonging to them. She took Malta, Cape Colony, and Mauritius, and a great territory in India.

The Dutch colony at the Cape of Good Hope (called the Cape Colony) consisted of Dutch, and they were not pleased with the English government; these colonists were called Boers—a Dutch name for farmers; and in 1837 a large body of them moved into Natal, but the English annexed this in 1844. Another migration of the Boers established the Orange Free State; this the Dutch control. In 1861 another migration founded the Transvaal, and this is under their control, and here is where the trouble has arisen. The history of this is as follows:

The Dutch are a farming people; they had huts in which they lived, and on the plains they pastured great herds of cattle, as is done in our western country. In 1856 it is said a Dutchman discovered gold, but the other Dutchmen hired him to go away, as they did not want gold diggers to come there and disturb them. In 1884, on the slope of the Wit-waters-Rand, the Dutch name for the White Water Ridge, there was only one hut, owned by Johannes Bezaidenhout; a man by the name of Wemmer came along and discovered gold on what they call a reef, and then people rushed in to dig for it. They speak of this country as the Rand, omitting the first part. So many people have come together here that the city of Johannesburg has been built up. In the first five years there was not much there but huts; in 1890 they seemed to feel that the gold was not going to give out and so they have built fine buildings.

Johannesburg is essentially an English city, for, as has been stated, the Dutch are a farming people; there are a good many Americans there. The government is carried on by the Boers—the Dutch. The miners being English, of course there is dissatisfaction, and the invasion by Jameson was in the expectation of having the aid of these miners, and thus overturn the government. The Uitlanders are the outlanders—the foreigners as the Dutch call them. The Uitlanders, being a bold set of men, expected to drive the Dutch out, but they failed.

Barney Barnato made, it is said, fifty millions in these mines (now in London); he is a great leader among the gold miners.

The city is lighted with electric lights and has railroads. It is about the elevation of Denver, 6,000 feet. The latitude is 26° south.

The lowest temperature there was in July, 18° in the shade; the highest in the shade, 110° in December. In 1892, 1½ million ounces of gold were taken out; it is the richest gold country in the world. The population is now about 40,000.

About the Sultan.

TOPIC EXERCISE.

The present sultan of Turkey is Abdul Hamid II.; he is an interesting figure among the rulers of the south because he has really defied England, Russia, France, and Germany, slaughtering a vast number of his Armenian subjects for no other reason than that they were Christians. All of these would be glad to kick Turkey out of Europe, but no one dares to move first. For the question would be, Who shall have Constantinople? Each wants it and a war would begin as soon as the sultan was got rid of, so they have to let him stay.

Abdul is short, bent in the back, languid in movement, with large ears, nose, lips, hands, and feet; his hair is thin and dark; his teeth long and yellow; his complexion like parchment. He is fifty-three years of age; he succeeded his brother in 1876.

There is a palace on the Bosphorus a few miles above Constantinople; this palace is a wonder of art; it is made of white marble, and all that skill in carving and all that beauty in furnishing can do has been lavished here—but the sultan does not live in it. He is in a plain white marble building at Yildig, the highest point in the city. This building is surrounded with soldiers; let anyone attempt to go up the hill and he will hear the cry, "Yasak," which means "It is forbidden." If no attention is paid to this the soldier does not hesitate to thrust his bayonet into the intruder. They set small value on human life in Turkey.

Uppermost in the mind of the sultan day and night is the dread of assassination. The water and the food he drinks is tasted by several in his presence before he touches it. He sleeps alone in a bedroom to which he ascends by a ladder he pulls up after him. On the ground floor at Yildig are his secretaries; on the next is Osman Pasha, his great general, the head of secret police; on the next is the sultan and the favorite ladies of his harem. When an ambassador calls on him (having previously got permission, of course) he makes his speech to the interpreter, this man speaks it in Turkish to the great chamberlain or secretary, and he speaks it to the sultan. The reply is made to the chamberlain, he speaks to the interpreter, he to the ambassador. Private visitors if they are known to be friendly to Turkey can get an audience; a journalist who writes for influential papers and will speak favorably for Turkey can get fine presents.

The sultan is a hard worker; he does everything himself; he has ministers, of course, but they are mere clerks. There are four men he relies on—Osman Pasha, who sits in the same carriage with him when he goes each Friday to prayer; Hassan Pasha, minister of marine; his own body servant; and his private priest. These latter two, ignorant and fanatical, are more influential than the other two. The chief eunuch, Yefer Aghar, is next in influence; he is described as a most repulsive looking man.

The "mute eunuchs" of which one hears in Constantinople are men who have been made speechless in childhood purposely to serve the sultan. These are his executioners; they are skilful in the use of the bowstring, and Turks who feel certain their names will not be given could give the names of men they have known who have been summoned to Yildig by soldiers and never heard of again. The secrets of this home of the sultan will never be told. The order of the sultan is enough; the bowstring is thrown around the neck of the victim, weights tied to his body, and then a splash in the Bosphorus and all is over; the executioner does not know the name of the victim nor what he is charged with; nor can he speak them if he did.

Pitiful Attempt at Economy.

CHICAGO.—The attempt made by the retrenchment committee of the Chicago board of education to reduce the salaries of teachers in the high schools and higher grades of the elementary schools is roundly condemned by the best newspapers of the city and many friends of the schools are doing good service in helping to arouse public indignation. Bishop Charles Edward Cheney calls it a "pitiful attempt at economy" in a strong letter to the *Times-Herald*, from which the following extracts are quoted:

"While the common council is flinging money at the heads of a street railway corporation as if the city were troubled with the unbearable responsibility of a vast surplus, the board of education resorts to cutting down, in the middle of the school year, the by no means adequate stipends of the teachers in our high schools, and those of other teachers of the higher grades. It should be remembered that those who are engaged in the higher branches of instruction are teachers whose long testing and large experience has led to such promotion. They have given their lives up to the work. No one will deny that they have proved their fitness for the posts that they occupy. Many of them will be forced by the large reduction made in their salaries to relinquish their positions, and, in consistency, those positions must be filled with cheap teachers. Nowhere is it so true as in the matter of education, that what is cheap is proportionately poor. Long training, wide experience, careful preparation, and the devotion of the life to the service of young minds, infallibly cost money. The necessary result of the line in which the board of education is conducting its retrenching process is to put the youth of Chicago into the hands of teachers who can be hired for little pay, because their own qualifications are inferior.

"But not only will the city suffer from this attempt at 'cheese-paring.' The time chosen for such reduction is such as to involve a stain of dishonor only comparable to that which befalls the city council. These teachers were engaged, or re-engaged last summer, with no other expectation than that the rate of salaries should be continued throughout the year. Every salaried person knows that under such just expectation these instructors will have gauged their mode of living and the financial obligations into which they have entered, on the basis of the stipends pledged to them on the honor of the board, to be paid regularly until next summer vacation: In the very midst of their faithful work they are suddenly confronted with this reduction, which, in many cases, will mean that they must default in their own promises to pay honest debts. Some will have to seek new quarters in which to live. Others will have to see aged parents deprived of necessities which they had every reason to rely upon. Still others will have to see foreclosure strip them of property and hard savings in the past, because no longer able to meet instalments on humble homes of their own, which had been purchased on the faith that the people of Chicago were a people whose word of honor was unimpeachable. Surely, Mr. Editor, it is time that high-minded and honorable citizens called a halt upon this 'pitiful attempt at economy.'

FIGHTING FOR THE OLD STANDARD OF PAY.

The board of education adopted the report of the retrenchment committee. But at the following meeting the protesting forces were marshaled to fight for a return to the old standard of pay. Mr. Charles S. Thornton led the first charge by presenting a resolution rescinding the action providing for a reduction of salaries. In an eloquent speech he described the unfairness of the reduction and closed: "Do we wish to adopt a policy which will force our teachers to seek other cities and other schools for a livelihood? We have not even a financial shortage in our treasury to offer as an excuse for this cut." Messrs. Thomas Brennan and John S. Miller also spoke in favor of Mr. Thornton's resolution. But the motion to put the resolution on its passage was voted down. If Mrs. Hull and Mr. Trude had been present it would have been carried, for it lacked only two votes, but Mr. Trude came in after the vote was taken and Mrs. Hull was absent the entire meeting.

Mr. Miller won a point for the teachers by a flank movement with an amendment to refer the matter to a joint committee of the reform, school management, and high school committees. This amendment was carried. In this joint committee the anti-reduction members will have a decided majority and it is expected that their report strengthened by public sentiment will have a powerful effect on the board. Thus the indications are that the salary trouble will soon end in favor of the teachers.

Later.—Just as we go to press we learn that the board of education has restored the salary schedules of 1895, with the legal increase of 1896.

Examinations Must Go.

ST. LOUIS, MO.—The high school girls have a grievance. They complain bitterly that they were overworked at their January "examinations." There were three examinations in one day, lasting from 9 A. M. till about 4 P. M. with thirty minutes for intermission. Many of the girls become irritated, nervous, and a few fainted, or "had a good cry." Formerly the examinations covered six days, one examination being taken each day. Many of the parents are indignant at what they call unmeasurable demands on their children, and criticize the management of the high school.

Mr. William Schuyler, an official of the high school, said that with 1,700 pupils taking examinations, it was not at all surprising that some should be faint and ill.

He also explained that the examinations were finished at 2:30, and pupils were not obliged to stay longer; and those who stayed longer did so to finish their work.

The Army of the United States.

In his annual report for the year ending June 30, 1894, Hon. W. T. Harris gives the total number of pupils in all grades of public and private schools at 15,530,268. Of these 13,616,703 pupils are in the primary and grammar grades in public, and 1,200,155 in private schools. In secondary schools 302,006 pupils are in public and 178,352 in private schools. Public universities and colleges have 20,274 pupils, and private institutions 69,039. Public normal schools number 37,899 pupils and private schools, 27,995. Public institutions of law, medicine, and theology registered 5,616 students, and private schools, 42,229. New York leads the states with 1,124,998 pupils, and Pennsylvania follows closely with 1,062,099.

He Taught a School Fifty-five Years.

NEW ORLEANS.—It is rather remarkable that one man should have for fifty-five years taught school in the same house, and have never lost a day or had a day's intermission from school duty. Yet such a record belongs to Mr. John Ueber, of this city, a record which affords him and his host of friends great satisfaction. He was for forty or fifty years assisted by Mr. Jacob Ueber, his brother. Jacob Ueber is several years older than his brother, and old age having put a hand upon him, he is no longer able to perform the work of education. Mr. John Ueber, however, is still hale and hearty, and, though now an old man, he promises to teach his school for many years to come.

The Pay of Women.

In the twenty-fifth annual report of the Massachusetts bureau of statistics of labor Chief Wadlin concerns himself with the compensation in certain occupations for the graduates of women's colleges, and analyzes the figures obtained from the investigation of the matter conducted by the Association of Collegiate Alumnae.

The first table shows that of 437 people making returns, 389 were single, 28 married, and 2 widows. The larger number of respondents in any one occupation are the teachers, of whom there are 169; next are the librarians, 47 in number; then stenographers, 28; nurses and superintendents of nursing, 22; journalists, reporters and editors, 19; clerks, 19. The other respondents are divided up among over fifty other occupations.

The tabulation of ages is very significant, as nearly half the workers heard from were young women between 20 and 30 years. Of the total number 338 had some remunerative occupation besides their main work. There are 281 who report that men are employed upon the same sort of work and 118 report that their work differs from that of the men. Of the whole number six were paid less than \$25 per month; 88, \$25, but under \$50; 144, the largest number found in any wage class, \$50, but under \$75; 88, \$75, but under \$100; 73, \$100, but under \$200; 2, \$200, but under \$300; while 2 were paid a salary in excess of \$300 per month; 48 did not answer.

As to the comparative pay of men and women for the same grade of work, 150 report that men receive more pay than women, 25 report the same pay for men and women and five report that men receive less pay than women. It is further found that of those who responded 41.42 per cent. contribute to the support of others, and 58.58 do not. Of the teachers who are most numerous, only 37.41 per cent. aid in the support of others.

From employers the total number of returns was 104. They were asked the question: "Are the services of men and women equally valuable to you?" There were 90 who replied to the question. Of these 46 replied directly, "Yes;" 2, others replied as directly, "No." Indefinite answers were received from 7, while 8 replied: "On some work, yes; on other work, no." The employers were also asked to state their reasons for considering the services of women of less value in case they so replied. There are fifteen replies which indicate that the work of women is of less value on account of physical or mental differences due to sex. Four allege insufficient training as the reason, while both these reasons are given in three instances. In one instance it is stated that women workers consider their work temporary, and therefore their services are of less value than those rendered by men.

One of the individual opinions is this: "Women are overcoming ill-health and lack of endurance. They are cultivating business habits and understanding; they are modifying their dress, and in many ways are qualifying themselves to rank as the peers of the other sex. When an individual woman can become as necessary as a man to an employer she usually receives the same salary."

How Is This?

The news comes from Springfield, Mo., that President Fuller, of Drury college, solicited Adolphus Busch to give \$1,000 to the Pearson endowment fund, and this Mr. Busch gave. There was a gentle protest against accepting it, and President Fuller denounced the protesting party, and paid a tribute to Mr. Busch.

A meeting of students was held and a committee was appointed to visit President Fuller, express their disapproval of the gift, and ask him to call a mass meeting of the students. This, he of course refused; the students met and protested, however.

Those students are not as wise as they think. When Mr. Vassar proposed to give a half million dollars made by selling beer did any one protest? Not a word of objection was heard; Vassar has flourished, though the money that made it flourish came from the sale of the foaming ale. If those students had thanked Mr. Busch and asked for more they would have been wiser. As it is, they will lose the \$1,000.—[EDS.]

Looking into the School Affairs.

BOSTON.—The city is afraid that it is not getting the worth of the money paid out for schools. A special committee of the common council has been appointed to consider a change in the system of governing the school, the change to be the substitution of a board of paid commissioners, appointed by the mayor, for the present elective school committee. One fault found with the present system is that desirable men and women refuse to serve on the school board because they must take part in a political scramble to be elected.

The committee reports that the school department is not managed so well as it should be and that the liberal outlay of money does not bring in sufficient returns. There is a strong public sentiment among the Boston citizens in favor of a change in the school system. The strongest note of disapprobation against existing things is sounded by ex-members of the school committee who see how differently school matters are conducted from what they were years ago.

Cupid at School.

RICHMOND, VA.—An attempt to punish boys for flirting with school girls seems to have proved unsuccessful. A law passed two years ago made it a misdemeanor punishable upon conviction by fine, for a man to loiter about a female school. Not long after an attempt was made to convict a young man for "casting sheep's eyes" at the young ladies in a boarding school in a border city. His counsel gave notice that he would subpoena the lady teachers and "sweet girl graduates" and bring them into court as witnesses. This humiliation was not to be thought of, and the principal withdrew his complaint. The law will probably be repealed, as this case shows the futility of putting down flirtation by legal processes.

Cupid is said to "laugh at locks and bars," and no doubt he has had his smile at lawmakers. Tennyson, in *The Princess* told a story of some men who "loitered about a female school," in defiance of the law, and the sequel was what might have been expected. Girls will be girls and boys will be boys!

Eliot is Garbled by Women.

And now the "dear girls" have "done it again." Another instance of the irresponsibility and general jump-at-it-iveness of women will go down into history. In the call issued for the twenty-eighth annual convention of women suffragists in Washington, quotations were made from an article by President Eliot published in the *Forum* for October, 1894. The subject of the article was "Some Reasons Why the American Republic may Endure," and the quotation is as follows: "The bulwarks of the commonwealth will prove all the stronger and more lasting because women, as well as men, can work on them and help to transmit them, ever broader and firmer, from generation to generation."

President Eliot says the quotation was garbled in the call by the change of "these" to "the," and the misrepresentation of his real opinion. The "bulwarks" which he enumerated in the paragraph preceding the one quoted, made a long and specific list, and in it, suffrage, whether for man or for woman, or for both, was not mentioned.

The woman suffragists will do well to rub up their spectacles before they quote (?), from President Eliot again.

Oral Geography for Children

CHICAGO.—A paper in Chicago said the reason there was no geography in the hands of the children was that the board of education was waiting until a certain party had written one. Supt. Lane says:

"The board of education abolished one primary geography text-book last September because it was not adapted to the wants of beginners, and because they could be taught better without any of the existing text-books. Some set out with mathematical problems wholly unfit for beginners, and all deal largely in catechetical questions and answers, which only task the memory. Educators have found a better way of starting children in the study of geography by the use of geographical readers—like King's and Scribner's—accompanied with maps, pictures, globes, object-lessons, and oral instruction. This method is in use in the best schools all over the United States. If we did not adopt it we would simply be behind the age. I do not say there could not be a primary geography text-book which would not be acceptable, but I do say we could do without one forever without injury to our system of education."

Don't Want a Pension.

CHICAGO.—Principal Henry C. Cox, of the Froebel school, will, as soon as the one per cent. assessment has been deducted from his salary, commence injunction proceedings, not for the purpose of establishing the validity of the law, but in hope of overturning it. It will be attacked on the ground, the legislature has no right to force the teachers to go into a mutual benefit association and contribute a percentage of their salaries to it against their will.

Don't Like to Be Assessed for Pensions.

CINCINNATI.—A bill is before the legislature for teachers' pensions; it is proposed that one per cent. of the salaries of teachers is to be retained and used in establishing a pension fund. Female teachers who retire after thirty years' service, and male teachers after thirty five years, would get one-half the salary received, but in no case to exceed \$600. A good many are opposed to it. They say that they may marry, and the money paid in will be lost.

The regular teachers' examinations begun Thursday, Jan. 9. They were held in the City Hall, by the official examiners. Besides the teachers who applied for certificates, there was a class of fifty or sixty from the normal school who stood the test.

Assistant Principal Berry has been fully vindicated in the disciplining he gave a lad who rebelled against the rules. Superintendent Morgan found Mr. Berry had simply done what necessity obliged him to do.

The Teachers' Club proposed this as a law to be passed by the legislature:

"Boards of education shall have power by a majority vote of all its members to retire for physical or mental disability any male or female teacher who shall have taught for a period aggregating twenty years, provided, however, that three-fifths of said term of service shall have been rendered by said beneficiary within the limits of the municipality where said board or boards of education shall have jurisdiction, or in the county in which said municipality is located."

Educational News is Good News.

DES MOINES.—The *News* issued an extra, telling what the teachers did at the state meeting; another paper called this "buncoing the public," the idea being if a base-ball match had been played or a burglary committed, it was all right. The *News* well says:

"In our judgment, the matured and formulated views of the leading college professors, county and city school superintendents, principals, and teachers of the state are as important and interesting as the clap-trap often put into party platforms for the purpose of deceiving the people."

Is This Not Too True?

ST. LOUIS.—The *Globe-Democrat* says:

"There seems to be something in the occupation of the teacher that unfits him for giving lucid and entertaining expression to the facts and views that he has to present. He is apt to be tiresomely technical and theoretical when it should be simple and straightforward. His diction is artificial, involved and monotonous. He does not appear to have any sense of humor, or any conception of the art of saying things with an agreeable literary effect. Perhaps force of habit makes him unconsciously didactic and causes him to take himself too seriously as a part of the educational system. If so, then the habit should be reformed, then the conventions in which he does his talking would not, as at present, be looked upon with so much public impatience and disappointment."

"It is an unpopular assertion to make, but it is a fact nevertheless, that the vast amount of money appropriated for the education of the masses does not produce the best attainable results. The teachers themselves tacitly admit as much by pointing out how numerous improvements could be made. They do not acknowledge any fault on their own part; and yet there is reason to believe that some of their methods and tendencies are decidedly hurtful. Certainly their theory of arbitrary classification, for instance, has the effect of suppressing as much talent as it develops. The pupils are all forced thereby to a common level and a uniform process of mental growth, as so many pigs are fattened for market. There is a constant waste of intellectual energy on account of this lack of discrimination as to different degrees and kinds of capacity, and mediocrity accordingly becomes the rule, with no chance for superiority to make progress and gain its just advantage. The sources of complaint are numerous; and it is not a sufficient answer to say that the schools deserve praise for their present measure of effectiveness when the opportunities to make them very much better are persistently neglected."

No Worship in Schools.

ALBANY.—State Superintendent Skinner has decided an appeal relating to the use of school buildings for public worship. In the town of Rush, Monroe county, protest filed with the school authorities of the town against the use of the school-house for public worship was disregarded by them. An appeal was then made the superintendent for an order to prohibit such use of the school-house. He decided that section 52 of title X 7 of the consolidated school law "forbids the use of school-houses for any purposes other than the giving and receiving of instruction in any branch of learning or in the science of music," and that this provision does not cover their use for public worship.

Cost of New York's Schools.

The total annual expenditure for schools in this state is estimated by Governor Morton, at \$21,000,000. The current number of the Statistical Abstracts which is issued by the United States treasury department, estimates the expenditure in New York for schools at \$2.90 per year, *per capita*. The expenditure of Massachusetts is estimated at \$3.70, of Ohio at \$2.93, of Minnesota at \$3.10, and of North Dakota at \$3.45. All of which goes to show that although the Empire state expends more for schools than any other state, it pays less *per capita* than many others.

How Many Pupils?

The board of education of Freeport, Ill., have asked all cities of 10,000 inhabitants and over in the states of Illinois, Indiana, Wisconsin, Iowa, Minnesota, and Utah to give the number of teachers and pupils in the high schools and the annual average cost per pupil for the public schools. The 32 cities Aurora, Alton, Chicago, Cairo, Decatur, Elgin, East St. Louis, Joliet, Galesburg, Moline, Quincy, Rockford, Springfield, Belleville, and Peoria, in Illinois; New Albany, Evansville, Elkhart, Jeffersonville, LaPorte, and Terre Haute in Indiana; Janesville, Oshkosh, Sheboygan, Eau Claire, Milwaukee, LaCrosse, Marinette, Racine, and Fond Du Lac, in Wisconsin; Burlington, and Muscatine, in Iowa; St. Paul, Minneapolis, and Duluth, in Minnesota, and Salt Lake City, in Utah, report the average number of pupils per teacher to be 30 (in Freeport, it is 35.2). Of these 32 cities, 15 cities gave the average cost per annum to be \$17.67 per pupil.

No President Yet.

The Michigan Agricultural college presidency is still in the air. A meeting of the state board of agriculture was held at the governor's office, January 2, but no decision was reached. The following from the *Lansing Daily Journal* of January 4, gives a view of the situation:

"It is understood that between now and February 10, when the next meeting of the state board of agriculture will be held, the work of the several candidates for the presidency of the agricultural college will be closely looked into. Were it not for the fact that ex-President Edwin Willits has restricted the time for which he would be willing to make a positive engagement within such narrow limits, there is little doubt that he would be selected, as he has many warm friends and admirers on the board.

"While Elliott O. Grosvenor, of Monroe, has probably more recommendations than any other person mentioned in connection with the vacancy, some of the members of the board are inclined to be a little suspicious that they have not been altogether spontaneous.

"Some of the members of the board are not disposed to consider that political influence should be a potent factor in securing a man a position at the head of an educational institution, and intimate that political endorsements are not always based on the merits of the candidate."

A petition already having 500 signatures is being prepared for

presentation to the board of education of Port Huron to have that body establish in the public schools a kindergarten system. At present these institutions are maintained at private expense.

They Like to be Amused.

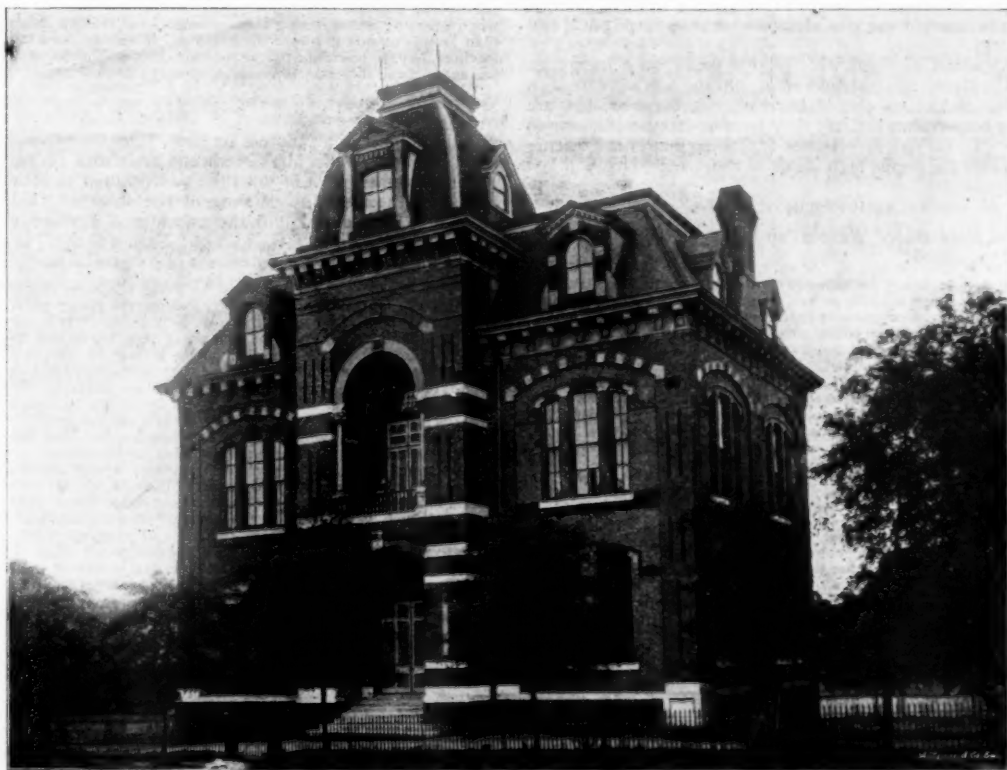
KANSAS.—At the Shawnee county meeting some good things were said. Miss Helen Stauffer gave accounts of visits with pupils to places of interest; also as to the good use to be made of pictures. G. A. Schumacher said, the discussions at teachers' meetings were weak, and the teachers pleased with what was of a light nature. (Is not this too true, brethren?)

Cornell's List of Preachers.

The appointment of a Hebrew, Rabbi Emil G. Hirsch, in the list of regular university preachers at Cornell is not expected to pass altogether without challenge. It is held nevertheless to be the natural consequence of the neutral attitude on religious matters which the charter of Cornell university enjoins. President Schurman's interpretation of what a non-denominational institution is, is that "no great typical attitude of the human mind towards matters of religion should be excluded from representation." The year's preachers' list includes such Episcopalians as Bishops Hall, of Vermont, and Williams; of Marquette, such Presbyterians as Dr. Barrows, of Chicago, and Dr. Parkhurst, of New York; such Methodists as Bishops Foss and Warren; such a Unitarian as Robert Collyer, such a Congregationalist as Lyman Abbott. Along with these, and representatives of still other Protestant denominations, Archbishop Corrigan, for the Catholic church, was invited to take his share of religious influence in the impartial pulpit of Cornell university. For the second time, however, Archbishop Corrigan declined.

A New High School Paper in Michigan.

Menominee high school (O. I. Woodley, Supt., J. C. Watson, Prin.), launches into journalism. Their venture is called the *School Bulletin*. It is a good exponent of education in that bustling northern city. Mention is made of a "History Club" of 50 members; a lecture by Mrs. Weat, of Grand Rapids (Mich.) on "Child Study and Kindergarten Methods"; a course of lectures by Prof. Harvey, of the Milwaukee normal, three upon attention, one upon habit, and one upon the will; a new study plan by which "all students who fail to receive the required passing mark in their studies, shall be given two weeks grace in which to retrieve their failure and are allowed, if they can, to make the study up. If they fail to do this they are compelled to drop the study altogether;" a senior class of nine, two boys and seven girls; a total enrollment, all grades, of 2301 with a per cent. of attendance 94. — W. J. MCK.



ALEXANDER FREE SCHOOL, MACON, GA.

Educational Meetings.

Minnesota Teachers Confer.

ST. PAUL.—The thirty-third meeting of the Minnesota State Teachers' Association was held here. President Farnsworth made the annual address.

"The Country School Problem" was treated by Pres. L. D. Harvey, of the Milwaukee normal school. J. H. Chapman, of Omsted county, read a paper prepared by State Supt. Pendergast.

"During this half century the rural schools have furnished the best brains and muscle of the country. This, in spite of the fact that the terms of the country schools are little more than half as long as those in the city, while the disparity in the rate of taxation is so enormous as to be absolutely appalling. Still the best scholars in our high and normal schools to-day are those who come from these high taxed, struggling backwoods and prairie districts.

Mr. J. D. Bond, supervisor of penmanship in the St. Paul public schools, read a paper on "Vertical Penmanship."

Mr. C. N. G. Hyde, of St. Paul, read a paper on "The Problem of Music in the Country Schools."

EXAMINATION OF TEACHERS

Miss Fannie Lapham, of Houston county, said:

"The greatest danger to our country schools is the indifference of the masses, and the condition of the school buildings and grounds in many instances bear sad but certain testimony to this fact. If there is any official position where the wisest, best and purest men and women are needed it is on our school boards, as well as the school-rooms.

"The examination of teachers is perhaps the greatest question confronting the county superintendent. No person should enter the school-room as a teacher who has no well defined notion of how to teach as well as what to teach, and it is a gross injustice to pupils to be compelled to suffer from the purely experimental teacher. It is the function of the public schools to fit boys and girls for intelligent, upright citizenship, and yet civics is not properly taught, nor are even second grade teachers required to prepare themselves to teach it."

Supt. Orville McCrillis, of Polk county, thought that some one besides the county superintendent should examine the papers of teachers, and he advocated the passage of a bill providing for a board of examiners to pass on papers at county examinations.

Superintendent Nye, of Faribault county, did not wish to have an examining board appointed. He could tell more of a teacher's individuality by looking over papers than by any other means.

CORRELATION AGAIN.

Supt. R. E. Denfield, of Duluth, read a paper on the "Unity of Common School Subjects."

Mr. Louis H. Galbreath, of the Winona normal school, said that three attitudes must be taken in considering the new system of education. It must give a certain amount of mental culture, inculcate a permanent stock of ideas, and economize physical and mental energy.

Miss Hanneman, of Northfield, read a paper on "Language Teaching." More reality should enter into the literature read in the schools. Selections should be read, not because they are rhetorically correct, but because they have an intense meaning to the reader. By the careful selection of reading matter the teacher may instill into the pupils high ideals of character which will last forever.

ENGLISH IN THE SCHOOLS.

Mr. F. V. Hubbard, of Waseca, speaking of the duty of high school councils, said:

"The vast appropriation for university, normal schools, high schools, graded schools, common schools, as well as for summer schools and institutes, all indicate a most progressive character of the people of Minnesota.

"It becomes the duty of the educational forces to see that these expenditures are such as to gain the best results and that our schools best serve the ends for which they are maintained. Upon members of the high school council, collectively or individually, must rest very largely the responsibility of shaping the plans that will place Minnesota schools in the rank which the intelligence and liberality of her people have destined her to take. The high school council should be a deliberative body to consider carefully the best means for the advancement of our schools; and it should be a political body, to the end that the best measures be inaugurated."

Supt. S. S. Parr, of St. Cloud, read a paper on "English in the Grammar Schools."

"English in the grammar grades is to be considered under two heads: conditions outside of these grades and work within them. The chief causes affecting it outside of the work are the declining purity of speech in the family, on the street, and particularly in the great amount of inexact newspaper English; the insufficient training in this subject given by the schools which educate teachers, and, finally the low estate of the mother tongue among all classes of teachers.

"Within the grammar grades the chief features affecting good English are various. The laws of pronunciation are a necessity to good oral speech. Spelling needs to be taught so as to leave the pupil with about 2,500 words taught to a finish, and thoroughly fixed as a core for all other spelling. Now there is too much diffuseness in teaching this subject; nothing is set up as a permanent core for other work done. There needs to be training in etymology, silent reading, and grammar. Oral reading deserves a much larger recognition. Not so much reading but more preparation would secure better results.

"The general plan here presented is to select twelve to twenty books belonging to good literature and arrange them in three groups, viz., one that bears on history, one on geography, and one on purely literary ideas. Four or five books per year are to be thoroughly read, and thus furnish so many working centers for use in the subjects of history, geography, and the ideas of ideals and ethics. By this plan the pupil comes out of the grammar grades with a good equipment of literary forms and details."

"English in the High School" was treated by Prof. W. F. Wetsler, of Minneapolis:

"In state high schools of second and third classes only 10 per cent. of pupils read; and in first-class schools 15 per cent. read. If we add pupils in English literature it will give a total of less than 25 per cent. The causes for this lamentable condition of English are that the pupil receives no credit for it, that he believes he knows enough English already, that teachers have never urged its claims. The university by its requirements has a great influence in determining the course of study in the weaker schools, and is responsible in some degree for the lack of English teaching. But the fault is much more that of high schools themselves as they are finishing, not fitting schools; and in six sevenths of the cases prepare the child for the duties of actual life. We can, without reference to the university, make our own course of study. Shall English be included?

"It should be, because it furnishes the best subject for developing thinking power. To accurately state one's own thoughts is a prime necessity to-day. And there is no such sure road to writing good English as reading good English. But a man feels as well as thinks, and because he thinks. He acts because he feels. Character building is will building; and the will cannot operate against desire. We not only teach the child to know the right, but to love the right. For this purpose we should use what is usually termed literature—those writings where human passion and moral truth are touched with a certain largeness, sanity, and attraction of form. The influence of such writings, fiction, biography, essay, and poetry is more powerful than sermons and text-books.

"But there is a literature which is simply beautiful; yet not so, for beauty finds its basis in truth, and philosophy of all life is in our best poetry. Let us have beauty for its own sake; it is an index of a larger wisdom and confers an incalculable benefit by being simply beautiful.

"Such literature will make the reading period the happiest hour of the day; not because we read amusing lessons, but because the soul is stirred. We must form the taste for reading. It cannot be deferred to the colleges which teach only how to find fault."

SUPERINTENDENTS AND SCHOOL BOARDS.

Supt. J. L. Thatcher, of Little Falls, read a strong paper in which the duties of the city superintendent and his relation to the boards, the people, and the pupils were finely presented:

"The first requirement of success was that the superintendent work in harmony with those with whom he came in contact. He would have his greatest difficulty with the school boards. He had divided them into three classes: The first is the board which always is willing to accept the suggestions of the superintendent, the second, the boards which have their peculiar hobbies. Every member has some particular feature which must be pushed ahead to the detriment of all others. The third class is the one whose members are narrow-minded, and want to make no advancements. He will also experience difficulty with the people of the community. He cannot hope to please all and his plan must be to not allow pity, personal friendship, political or religious affiliations to enter into consideration, when selecting and directing the teachers. By rigidly following out this plan he will be sure to please the majority. He should be a teacher of the teachers, but the discipline of the individual rooms should be left with the teacher. He should assert his authority only when the teacher fails."

"PROPER EDUCATIONAL METHODS"

was the subject of an address by Supt. J. M. Greenwood, of Kansas City, Mo. While Mr. Greenwood dealt with his subject in a general manner, most of his time was devoted to showing what he termed the absurdity of some of the so-called "fads" which have been introduced into the educational systems of various states. In speaking of the idea of "Nature Study," he was particularly emphatic in his statements of its general inefficiency.

"It has," said he, "been claimed by some educators that the study of fractions and simple arithmetic utterly swamps the young pupil and occasions brain cramp, but I insist that this is nonsense. Is it not absurd to say that a child who can tell the number of legs, horns, and bumps on almost any kind of worm or insect, cannot investigate simple arithmetic? It is not the simple difficulties of elementary arithmetic which causes brain cramp, but the idleness produced by such shallow methods. Would it not be far better to direct the faculties which count the legs on some worm towards learning the relation between the first ten numbers?" In touching upon the qualifications of teachers the speaker said they were often not up to the standard. It should, in his opinion, be the desire of every teacher to graduate from her department students whose attainments were greater than those previously advanced. In short, elevate the course and the pupil at the same time. The method suggested by the speaker was to mass the area of information, not simply gather a point here and there. Illustrating his plan by means of the study of geography, he outlined its workings. In the study of rivers he would include all rivers of the world. In this way a fund of concentrated information would be secured instead of the too frequent a general knowledge acquired. This plan should be followed in all branches. In the study of mountains, study those of the entire globe. Also, in arithmetic, pursue one branch of the subject until thoroughly mastered, then in like manner acquire the others, and then weld the separate acquirements into a complete whole.

CHILD STUDY.

At the round table discussion on "Child Study," Miss Jesse Van Valkenburg, of Faribault, read a paper in which she urged that more attention be paid to the difference between the workings of a child's mind and that of an adult,

Prof. John Ogden, of Minneapolis said, "I have come to the conclusion, that what a child needs most is to be left alone; a child needs quiet, and, instead, it is apt to be made a veritable machine while at school. Teachers would do well to watch and follow, instead of perpetually saying 'do' and 'don't.' 'To be led by a little child' has to me as much significance now as it ever had."

Mr. Hubbard, of St. Cloud, thought that children should be classified, as certain children are too much alike in character and disposition to need individual study.

Miss Pierce, of Moorhead, objected to this, because, owing to the home environment, children cannot be classified.

Prof. Shepard favored applied psychology, saying that too little of the real psyche, or soul, had entered into the study of children.

NATURE STUDY.

Miss Sarah Brooks, of St. Paul, read a paper on "Nature Study."

Miss Brooks showed two mistakes that teachers make in teaching this branch. Some give too much time to scientific research, thus keeping in advance of their pupils, and others drop science and feed the pupils on generalities. Successful nature study is a combination of facts and generalities, so arranged as to hold the concentrated attention of the child from beginning to end. An outline submitted provided for a special course of study for the summer months. Excursions into the woods are necessary, but they must be well planned in order to yield good results. More scope should be given to regular routine work during the winter when less time was allowed.

In the discussion which followed, Prof. George R. Kleebinger, of the St. Cloud normal school, said that while he agreed with Miss Brooks, he wished to supplement her theory by a few ideas of his own: "I look upon nature study not as a new study, but as a new means toward finding all there is to be gleaned from the old ones, and to make them aid in the formation of character in a child."

Mr. J. H. Holzinger, of Winona, thought that while no study could be higher than that of nature, the teacher needed years of preliminary study. An inexperienced teacher could not do well what had never been tried.

Mr. John Ogden, of Minneapolis, said: "If teachers were to stand still until they know everything, very little would be accomplished. I believe in the co-operation of teachers and children and think that if a teacher plants a bean or a pea, her common sense will enable her to teach the children to observe its growth. Nature never tells a lie."

HUMANE EDUCATION.

Mr. B. F. Davis, of Winona, gave a history of the rise and progress of the humane movement:

"Crime is increasing beyond the increase of population, and seems ready to increase still more in the future. The criminals of the future are in the schools to day. This movement appeals to the schools. If we wish to stop lawlessness and crime and brutality we must begin in the public schools. England, France, and other European countries are training their youth along these lines of kindness to dumb animals and benevolence."

"The purpose of the public school is to unfold nature's child and build character, to develop men and women in the truest sense. Every teacher should be thoroughly informed on humane topics in order that he may readily and intelligently instruct his pupils in the principles of kindness and humanity."

Mr. E. A. Haynes, of Minneapolis, read a paper on "Educational Hygiene."

"The value and healthfulness of any educational method and process should be tested by what it does to properly and wisely develop the trinity of powers—physical, intellectual and moral. True education consists of right and useful habits along these lines. Such education teaches one the meaning of life and how to live in the widest sense. A proper system of hygiene is conducive to logical, consecutive, vigorous independent thought. Such a system will secure a natural, steady intellectual development. The fight for a clear brain is a splendid heaven born fight, but the battle for a pure heart and a righteous, helpful life is divine."

Prof. L. W. Chaney, of Carlton college, spoke on "The Value in Life of Scientific Training." He summed up his address as follows:

"Scientific training touches life: First, in training to docility and independence, and so fitting for intelligent service; second, in stimulating the mind to originality and research, and thus fitting for creative leadership; third, its method project the character of the instructor upon life; fourth, the subject-matter forming a basis for the training is in itself valuable. Another is also divided: First, what scientific training ought to be expected of the secondary schools; second, how much time should be given to science in courses designed to be general; third, should the work in science for under-graduates be extensive or intensive? fourth, are special scientific degrees desirable? fifth, if scientific degrees are given how shall they be made to stand on the same plane of dignity as the degrees in arts? Other questions will undoubtedly suggest themselves to you. These are offered for suggesting some definite lines or discussion."

The following officers were elected: Supt. S. S. Parr, of St. Cloud, president; Miss Rebecca Ashley, of Little Falls, corresponding secretary, and George Scherer, of Mankato, treasurer; J. D. Bond, of St. Paul, was chosen recording secretary.

Iowa State Teachers' Association.

(Continued from JOURNAL of January 25.)

The committee of nature studies recommended the following:

1. That nature studies should have a place in the grades below the high school.
2. That nature studies are of great scientific value as a training in habits of accurate observation.
3. That this is an age of progress in science in all domains, hence the elements of science should have a place in our schools from the start.
4. That there should be three courses, viz: First, treating of the structure and uses of familiar plants and animals, and the exploration of physical phenomena as seen in the child, in playthings and surroundings; second, covering the same subjects, laying more stress and function building upon the knowledge already acquired; third, as before, with experiments and with comparison of facts of observation already in possession of the child.
5. In regard to time for prosecuting these studies, one hour per week for eight years.
6. Botany in first, second, and third grades; zoology in the fourth, fifth, sixth, and seventh grades; physics in the seventh and eighth grades.
7. It is of value to inspire a love for, and an interest in, nature, and they should be made supplemental subjects for lessons in language, spelling, writing, and reading.

"Is It Advisable to Use the System Called Vertical Penmanship?" was the third question for discussion. It developed a wide difference of opinion as to the advantage or disadvantage of the system. Most of those present confessed they were not sufficiently informed to express definite opinions, but vertical penmanship, while it was strongly advocated by some, cannot be said to have received the endorsement of the meeting.

The child study society which was organized a year ago, had a very successful meeting, and the idea of the special study of the child was brought out very emphatically throughout the association meeting. Much interest is due to Supt. Kratz for his interest and work in organizing this department.

Dr. O. W. Krohn gave a lecture to the teachers on this subject.

"Benefits of the Township High School—Is it Desirable?" was treated by J. S. Sharp, of LeMars:

"The high school is an institution that is a result of the free school system. It is a modern affair, quite recent, comparatively, in its origin, and has not yet attained to that degree of maturity which is necessary to give it fixed and definite limits. We read that the schools in the towns or districts of A, B, and C, have each attached to their systems a high school, but this gives us no definite idea of the scholastic qualifications of the students who graduate from their schools further than this; that there is one school or one department, at least, in which the instruction is of a higher or more advanced grade than in the other. If the high school referred to in the caption of this paper is the one mentioned by the dictionary definition herewith submitted, I should say at once that it is not desirable, or even possible, as a part of the ordinary township system. The reasons for making this assertion, are: With our present facilities for preparing and training teachers, it would be impossible in very many districts to secure a competent teaching force to prepare pupils to enter such schools and perform the required work."

"If the teachers could be prepared it would be impossible in many cases, with the present limitations of taxation, to raise sufficient funds to pay them and the high school teachers a salary equal to that which is paid to persons of equivalent qualifications in other vocations. Granted the other necessary conditions, the number of pupils that could be prepared for the high school in many townships would not be sufficient to warrant the employment of a corps of competent high school instructors with the township as the district, it is reasonable to suppose that some of the children would live too far from the central school to take advantage of it, and even if all attempted to do so, bad roads and bad weather would make the attendance so irregular that the advancement of pupils in the high school would be very much hindered."

State Superintendent Sabin gave an address in which he summed up the educational work for the year. He spoke of the importance of united effort for additional schools for training teachers. The teachers must be a unit in asking and a unit in what they ask. This association is the body whence must come this petition.

The address on "Ideal Education," by Dr. Nicholas Murray Butler was an eloquent appeal against the extremes in education, with reference to the idea of individual education.

The only criticism I have to make is on the length and number of the papers. In some of the sections and especially in the general association the papers were so long that it gave little or no time for their discussion. The superintendent's section was the most lively and for the reason that there were no papers read at all.

Probably the most important result and the most business-like proceedings of the whole association was the report of the special committee upon a state course of study for the high schools of Iowa. It was a recommendation of a plan of courses of study for the high schools of Iowa, and is an attempt in the right direction toward unification. The association accepted the report unanimously and recommended that the school men adopt such courses of study as laid down in the report.

The officers for the following year are as follows:

For president, Principal William Wilcox, of Des Moines.

First vice-president, Supt. H. W. Sawyer, Council Bluffs.

Treasurer, Prof. G. W. Samson, Cedar Falls.

Member of executive committee, Supt. F. J. Sessions, Waterloo.

The Southern Educational Association.

The meeting of the Southern Educational Association at Hot Springs during the holidays numbered between 600 and 800 leading teachers of the South. Beside Dr. Harris and Supt. Dougherty, there were four state superintendents, five presidents of state universities, representatives from ten leading colleges, about a 100 leading Southern city superintendents; the rest being composed of teachers in secondary, graded, and ungraded schools. The papers and addresses were of a very high order. The printed proceedings will appear later in a volume to be issued under the direction of Supt. Cook, of Hot Springs. The "City of Vapors" demonstrated her ability as a great convention city, and the visitors were all greatly pleased with their stay.

The officers elected for the ensuing year are Supt. Philips, Birmingham, Pres.; State Supt. Carlyle, Tex., V. Pres.; Supt. Geo. B. Cook, Hot Springs, Sec'y.; State Supt. Kirk, Mo., Treas. Jacksonville, Birmingham, and Nashville are bidding for the next meeting, which will be settled by the executive committee in due time.

Notes of Interest.

State Supt. Skinner predicts that one hundred will go to Jacksonville from New York state.

The Chicago board of education has authorized the expenditure of \$20,000 for the purchase of supplementary reading books.

The Duchess of Albany is said to have invented a school desk which has special reference to the position of children while at work. The Sanitary Institute of London has awarded her a gold medal.

Boston has ordered 10,000 copies of the Werner Primer for use in the city schools. The book is published by the Werner Book Company. Messrs. Geo. W. Libby and Henry S. King are the Boston representatives.

The old text-books on astronomy at present used in the Chicago high schools are to be replaced by new ones. All publishers are invited to make offers to the committee on high schools for furnishing a new book.

BROOKLYN.—There are more than 270,000 children of school age in the city. The census is said to be very accurate, and Supt. Maxwell has complimented the police department upon the intelligent manner in which the work has been done.

Prof. B. I. Wheeler, head of the Greek department at Cornell, is enjoying a year off, which he is spending in Greece as a pro-

fessor in the American school at Athens. A letter recently received from him speaks enthusiastically of teaching Greek on the spot. Prof. Wheeler tells of delivering a lecture on the battle of Salamis, in which he took his stand on the heights overlooking the scene of the battle, probably on the very eminence from which Xerxes is said to have witnessed the destruction of his fleet. After using Nature's own map Prof. Wheeler will be disposed to turn up his nose at the best class-room equipment.

Teachers of high schools and academies who are not regular readers of the *School Review* are certainly missing a great deal of invaluable helpful material. The Editor of this monthly journal is Mr. C. H. Thurber, professor of pedagogics in the University of Chicago and dean of the Morgan Park academy, who is widely known as a successful teacher and thorough student of secondary education. With the ampler resources that have come to him through the publication of his magazine by the university press even greater things may be expected of him. The January number is excellent. Besides book reviews and notes of current educational events and literature, there are papers by John Dewey and I. B. Burgess; W. S. Latimer gives an interesting observation of children's remembrance of words whose meaning they do not understand, and a full account is given of the recent School and College Conference at the University of Chicago.

There is a thought in the article by Mr. Burgess that may afford some food for reflection. There are many, the writer says, who are hearing recitations, and not teaching; something ought to be done to lead these to teach. "Poor teachers cannot be legislated into good ones." Unprepared recitations, the writer holds, will help to get them to do real teaching. But how will they learn to teach? THE JOURNAL believes that it can be done only through a systematic study of pedagogics and psychology, observation of good teaching, and through the regular reading of at least one helpful educational journal.

NEW YORK CITY.—The Richards Company have removed from 41 Barclay street to 30 East 18th street, where they will occupy the entire building. The show room on the first floor is well lighted from the side and a skylight, and thus their fine line of apparatus is shown to good advantage. The goods carried by this firm comprises all the latest microscopical, bacteriological, and school apparatus. Teachers and others interested in educational and scientific matters will find the show room an attractive place.

This house was established in 1870. G. H. Davids, so long and favorably known as an authority on scientific apparatus, is the manager of the concern, and will be pleased to meet teachers who call.

The firm has our best wishes for its success in its new quarters.



WHITTLE SCHOOL, MACON, GA.

Editorial Notes.

It would not be a bad idea if the publishers of school books would follow the example of the Educational Press Association, and get together in conference to talk over matters of mutual and vital interest to them. A good start in this direction seems to have been made. At least it is said that at the invitation of Major Patten, of the University Publishing Company, several representatives of leading publishing houses were present at a dinner given at the Aldine Club, and that all enjoyed the harmonious affair very much; so much so that a few began to talk about the advantage of an organization for mutual conference and promotion of sociability. It certainly would prove an excellent means of gradually establishing a sort of code of business ethics if all publishers of good school books would unite and meet once or twice a year to get better acquainted with each other. The Educational Publishers' Association of America: May it be born and prosper!

A discussion has been started in Wisconsin that we hope will be taken up all over the country. Certain high schools can have their students enter the university without an examination; the university inspects the schools and if satisfied agrees to do this. Of course the plan of study must be such as the university sees will land the student in its arms; if such a course is not pursued it must be changed to suit the university. In other words, in effect, the high school turns itself into becoming a feeder of the university. Is this a good plan?

That is what they are asking in Wisconsin. Think of it, teachers. What is the high school for?

Isn't it curious how the children of Israel would long for the flesh pots of Egypt, even though they had manna from Heaven to eat. And isn't it curious how there are people to be found to praise the old district schools, which Bishop Alonzo Potter and Geo. B. Emerson, and others of the same stamp of mind, possessing exact knowledge as to what these district schools did, wanted to have replaced by something exceedingly better?

A writer in the *Cleveland Plaindealer* says, "There were few things taught, but they were generally taught well." He would "keep out a whole lot of stuff from the primary schools and even out of every grade." "One-half of the text-books used in our public schools should be brought into the public square and burned up."

"By our system of normal schools we are making a pedagogical priesthood, destroying individuality, making a dead uniformity."

This teacher longs greatly for the flesh pots of Egypt. We advise Supt. Jones to look out for him.

Another writer in the same paper says, "Give us a man to teach our boys."

On February 22 THE SCHOOL JOURNAL will publish the first of its "Monthly Method Numbers." It will contain all the articles, devices, and supplements presented in THE TEACHERS' INSTITUTE. This addition alone will add 150 pages to the yearly volume. No extra charge will be made. The publishers and editors will esteem it a favor if subscribers will acquaint other teachers with this new feature.

State Interference in Text-Book Supply.

A few weeks ago THE JOURNAL called attention to the machinations of politicians who are trying to foist upon the state of New York some scheme calculated to take away from local school authorities the power of regulating the purchase of text-books. Rumor had it that a bill would be introduced creating a state monopoly in the publication of school books, a scheme that has cost California no end of trouble and robbed the state treasury of upwards of \$25,000. THE JOURNAL's protest against a proposition of this kind was widely commented upon, and in letters from text-book publishers, school superintendents, and boards of education its stand was warmly approved.

It seems now as if the scheme has been abandoned for the present, unless the bill introduced in the New York senate by Senator Mullin on January 22 is simply a feeler to learn how public opinion regards the matter. The latter bill asks that the secretary of state, the state superintendent of public instruction, and the chancellor of the regents of the university be a state text-book board, having power to make five-year contracts for supplying the public schools of the state with the latest and best text-books.

What is the use of having national anti-trust laws when a state can assume to create and favor the monopolization of any particular line of trade, even if its existence be limited to only five years. If the right is granted to New York all the other states can do the same thing. Think of the result of a combination of forces embracing several large states! Truly it is time that the question of centralization for purposes of state control in matters pertaining to the buying and selling of goods of any description should be brought to the attention of the supreme court. It implies plainly a violation of the spirit of the constitution.

But there are other objections to a measure like the Mullin bill. Supt. Maxwell, of Brooklyn, has summed them up in these words: "It must be quite evident that the present plan permitting the principals of the various schools to select their own text-books from a list prepared by the local committee on school books is the preferable one. Their judgment of what is best for their pupils surely ought to be better than that of a state text-book commission at Albany." Dr. Maxwell here speaks in favor of the plan followed in New York city and Brooklyn. All things considered this is the best plan yet devised. The peculiar need of individual school districts can be best served by it. There is no danger of political interference and bribery where this is adopted.

No person who has a little pedagogical judgment and is open to common sense arguments will endorse any such scheme as that proposed by Senator Mullin. It is to be hoped that the state legislature will speedily shelve it never to be revived again.

Those members of the Brooklyn board of education who declared themselves as opposed to the obnoxious measure presented by Senator Mullin did well. They hold that it would be dangerous to give state contracts to one or two publishers, and express the fear that such a procedure would lead to the creation of a big monopoly.

Professor.—It pains me, William, whenever I am obliged to punish you.

William.—I know that, sir, but it doesn't pain you on the same spot.—*Fliegende Blätter*.

CHICAGO.—The city comptroller estimates the amount of money needed to run the city government for 1896 at \$15,960,000. Of this the school board asks for the sum of \$7,600,000.

NEW YORK CITY.—The board of education is taking measures to relieve the overcrowding of the schools. A special committee has been appointed to ascertain where the congested spots are, without regard to ward lines.

Commissioner Chas. B. Hubbell, the chairman of the committee, has power to make arrangements for the temporary accommodation of children, leasing buildings when necessary.

Mr. Hubbell says that much of the overcrowding is due to the shifting of the school population, making a lack of accommodations in some places and an overabundance in others. Owing to the popularity of some schools and the eligibility of the location, they always will be overcrowded.

Mr. Hubbell says there never was a time when the board of estimate and apportionment showed such a disposition to co-operate with the board to furnish the necessary school facilities.

THE REAL SOURCE OF TROUBLE.

The *World* (Toronto, Ont.) writes:

"There never was a question before the Canadian people that has caused so much trouble as the Manitoba school question. It has set the two great sister provinces, Ontario and Quebec, by the ears, and has kept them in a ferment for years; it has been a source of untold trouble to the Conservative party, and to its last three leaders, Abbott, Thompson, and Bowell; it was the bottom of all the heartburnings of last session; it was the ground cause of the defection of the six ministers the other day; it has delayed the consummation of the [cabinet] settlement reached Monday night; it is, if we could get at the facts, the real source of the strife between Ontario and Quebec ministers, and the strife between the Ontario contingent of the ministry; it will yet bring further trouble, and perhaps a dissolution this session. It has set Conservative against Liberal, and Conservative against Conservative. Any day may see our national existence threatened and this sore still festering. Some way must be found of getting rid of it once and forever."

HOW TO REPLENISH A PORK BARREL.

The *Canisteo Times* says:

"Miles N. Davenport, our school principal, who is keeping bachelor's hall, has replenished his pork barrel by purchasing half a hog."

SOMETHING NEW IN COLLEGE TRICKS.

ALLIANCE, O., Jan. 24.—At Mount Union college, during the usual term orations of the junior class, W. M. Fatherly, a junior, whose home is at Lisbon, was delivering his address. He was waxing eloquent in his oratorical flights when suddenly a big white curtain descended in front of him, completely shutting off the speaker from the audience. On the curtain was painted in glowing letters, "God help these little juniors." Fatherly ceased speaking and his oratorical effort has not yet been finished.

TEACHER ESCAPED FROM SIBERIA.

SAN FRANCISCO.—The *Daily Report* prints the story of the escape from Siberia of Prof. Schwencke, who, before being condemned to an indefinite term of punishment, held a position in the University of Moscow. Prof. Schwencke came to this country in 1893, and visited the world's fair, going thence to New York. While there he came in contact with the prominent members of the Russian colony, among them the editor of the New York *Freiheit*, the anarchistic journal of that city.

Upon his return to Moscow he was arrested and accused of having been in the confidence of the editor of the *Freiheit*. Prof. Schwencke, not knowing the editor was a Nihilist, admitted this, and he was exiled to Yokutsk.

The governor of the prison finding his prisoner a university professor, excused him from hard labor and set him to work teaching his children. Some time after a civil engineer who had known Schwencke in Moscow came to the place and assisted him to escape, after which he made his way to Yokohama and San Francisco.

HYGIENIC ADVANCE.

Scene: A school-room in the year 1900.

Teacher (to new boy).—Hans, have you got your certificate of vaccination against small-pox?

"Yes, sir."

"Have you been inoculated for croup?"

"Yes, sir."

"Have you had an injection of cholera bacillus?"

"Yes, sir."

"Have you a written guarantee that you are proof against whooping cough, measles, and scarlet fever?"

"Yes, sir."

"Are you provided with your own drinking cup?"

"Yes, sir."

"Will you make a solemn promise never to exchange sponges

with the other boys and never to use any other pencil but your own?"

"Yes, sir."

"Do you agree to have your books fumigated with sulphur, and your clothes sprinkled with chloride of lime once a week?"

"Yes, sir."

"Hans, I see that you fulfill all the requirements of modern hygienics. Now you can climb that wire, place yourself on an isolated aluminium seat, and commence doing your sums."

—*Münchner Neueste Nachrichten*.

A MAYOR HEADS THE MOVEMENT.

LONG ISLAND CITY, N. Y.—There are indications that the condition of public education in Long Island City will be greatly improved. From a report of the superintendent of schools presented to the board of education on January 21, it appears that the schools are not all up to date and that reforms are greatly needed. The chief executive of the city, the Hon. P. J. Gleason, has already taken preliminary steps to make the movement for better schools effective. He has come forward with a declaration that he is the friend of the schools and of the children and will push their cause with vigor. This is the third time the people of this city elected him mayor and his popularity is greater than ever.

Mayors who take a special interest in school affairs are rare now-a-days. Mr. Gleason's example ought to be followed in other cities. The schools must be kept before the people; the more their interests are discussed in a community the better for them. Educational associations after the plan successfully inaugurated in Brookline, Mass., should be the outcome. Let all friends of the schools unite to help on the great cause!

Announcement of Association Meetings.

Feb. 1.—Connecticut Council of Education at Hartford.

Feb. 18-20.—The meeting of Department of Superintendence at Jacksonville, Fla.—President, Supt. L. H. Jones, Cleveland, Ohio.

Feb. 22.—Connecticut State Teachers' Association, at Hartford, Conn.

Feb. 28-29.—Sixth Semi-Annual Meeting of the New York State Art Teachers' Association at the Teachers College, New York City. Walter Goodnough, Brooklyn, N. Y., Pres.

March 10.—Harvard Teachers' Association at Cambridge, Mass.

April 1-3.—North Nebraska Teachers' Association at Fremont.

June 23-25.—Thirty-fourth annual meeting of the Missouri State Teachers' Association at Pertle Springs. President, J. M. White, Carthage; Sec'y., E. D. Luckey, Ellettsville School, St. Louis.

June 24-26.—University Convocation of the State of New York, Albany, N. Y. Supt. Leigh R. Hunt, Corning, N. Y., Chairman.

June 24-26.—Thirty-fourth annual meeting of the University Convocation of the State of New York, Albany, N. Y. Supt. Leigh R. Hunt, Corning, N. Y., Chairman.

July.—American Institute of Instruction at Bethlehem.

July 1, 2, 3.—Fifty-first annual meeting of the New York State Teachers' Association at Rochester. President, J. M. Milne, Oneonta.

July 7-11.—National Educational Association at Buffalo, N. Y. President, Supt. N. C. Dougherty, Peoria, Ill. Secretary, Irwin Shepard, Winona, Minn.

Oct. 14, 15, 16.—Fourteenth annual meeting of the State Council of Superintendents at Utica.

MISSOURI PREPARING.

The Missouri State Teachers' Association will hold its thirty-fourth annual meeting June 23, 24, and 25, 1896, at Pertle Springs.

The officers are as follows: President, J. M. White, Carthage; secretary, E. D. Luckey, Ellettsville school, St. Louis; treasurer, J. A. Merrill, Warrensburg; R. R. secretary, F. D. Tharpe, Kansas City; first vice-president, Dr. W. H. Black, Marshall; second vice-president, T. L. Rubey, Rolla; third vice-president, D. B. Veasey, De Soto; fourth vice-president, Miss Mary Prewitt, Kirksville.

Subjects for discussion will be, Child Study, Nature Study (its value in the development of the individual), Correlation of Studies, Raising Standard of Qualification and Salary of Teachers. The Best System of Licensing Teachers, Teachers' Institutes or Summer Normal Schools, Relation of Kindergarten to Primary Schools, Articulation of High Schools and Universities, County Supervision of Public Schools, What Has Been the Educational Growth of the State?

There will be very little of the usual scattering of forces but all will meet together as far as possible to discuss the subjects announced.

There will be a special effort made to secure two or more lectures or addresses on educational subjects for evening sessions. Further announcements will be made later.

A special invitation is extended to progressive teachers in adjoining states to attend this meeting and enjoy an intellectual feast.

Pertle Springs, with its beautiful lake, is as well a place to rest. Accommodations are ample and very reasonable. The Pertle Springs hotel makes the special rate of \$1.50 per day during time of meeting. All railroads make special rate for this meeting.

E. J. LEWIS.

American School Music Systems.

The Natural Course in Music.

(Published by the American Book Company, New York.)

The Natural Course in Music is the newest system of music instruction for public schools, in the market. It was published last June.

The authors of this system are Messrs Frederic H. Ripley, principal of the Bigelow school, Boston, Mass., and Thomas Tapper, instructor in musical composition and theory, and examiner in theory in the American College of Musicians. Both are men of national reputation; their personality, experience, and attainments are a guarantee of the very best work, and in the Natural Course in Music the expectations which their names naturally create are not disappointed.

The Natural Course in Music does not thresh old straw, but is new, both in its conception and in its development of the idea upon which it is based. This idea is that music is a language, the highest form of expression, and should therefore be taught as all other languages are taught, by using it.

This course consists of a primer and five readers, with a series of seven charts. The books are graded exactly as are the books of a series of readers. Just as a teacher teaches children to read a primer by the use of a book and reading charts, so are pupils taught to read music and to sing by the use of the Natural Music Readers and the Natural Music Charts.

Throughout the course the material has been arranged with a view to the capability of the pupils to read and appreciate. From the simplest subject they are led on to understand the most advanced themes.

Each book is accompanied by a chart on which the teaching and drill work are illustrated. Frequent references are made in the book to the accompanying chart; these are to remind the teacher of the drill intended to precede the particular difficulty about to be met. The technical teaching is always in the form of footnotes, so that the statements are illustrated by the accompanying music. These notes embrace a complete musical notation and a scientific terminology graded, and with constant reviews. Much prominence is given to the teaching of good folk-songs and other melodies set for one voice. Other special features are the provision for rhythmical training, and the prominence which the teaching of the scale degrees and their alterations receive.

Dictation exercises form a part of every lesson, thus enabling the teacher to get a knowledge of the progress of individuals. The material being thus carefully graded, the teacher soon becomes skilful and the supervision of music is relieved of much of the drudgery of teaching and his attention can be given to the more artistic part of the subject.

The musical standard of the exercises is the highest. The aim of the system is not only to teach pupils to read music fluently at sight, and to sing correctly and with proper expression, but also to cultivate in them a taste for and an appreciation of really good music.

The books are attractive in appearance, being beautifully illustrated. The typography, and in fact the whole mechanical get-up, leaves nothing to be desired.

The New National Music Course.

(Published by Ginn & Company, Boston and New York.)

The New National Music Course by Luther Whiting Mason, assisted by George A. Veazie, of Chelsea, Mass., consists of three series of charts and four readers, besides the teachers' manuals.

The first series of charts (40 pages) is intended for children from five to eight years of age and covers the subjects of tone relation, notation elements of time and nine keys. The first reader gives an extended drill in these subjects and in addition contains songs as applications of principles already presented.

The second series of charts (44 pages) contains two years' work commencing with pupils eight years of age and treats of the difficulties of time, two part singing and chromatics. The second reader accompanies this series and presents 221 pages of exercises and songs.

The third series of charts (50 pages) contains two years' work immediately following the second series. It gives the harmonic relation of sounds illustrated by large ladder pictures, minor scales similarly illustrated and modulation. The third reader, used in connection with this series, besides enlarging upon the subjects mentioned, presents 78 pages of three-part work.

In preparing the fourth reader, Mr. Mason was assisted by Mr. Veazie. This book is adapted for grammar and high schools and contains 282 pages of four part music. Owing to the small number of adult tenor singers in these grades, the tenor part is written

upon the fourth staff for unchanged boys' voices. The subjects presented are chord studies and exercises, progressive part singing and accidentals. In addition to which there is a collection of 100 part songs, sacred and patriotic songs, chorals, and anthems.

The Veazie Music Primer is a small pamphlet for the use of the regular grade teacher. It is devoted entirely to the subject of tone relation and is written for the pedagogue rather than for the musician. The directions in this little work are to be followed strictly, even mechanically, and the required results will be obtained.

For the use of those high schools or any adult classes beginning the study of sight singing, an adaptation of the New National Music Course has been made in the form of the Coda 140 and the Independent Music Reader. The former is a sixteen-page pamphlet giving drills (introducing harmonies) in tone relation and other simple elements of sight singing adapted for adults. The Independent Reader is a one book course of sight singing, embodying as many principles of the complete course as possible for a work of its size. (232 pages)

The plan of the New National Music Course is made with reference to the regular grade teachers along other lines. Each lesson is presented analogously to that in reading or arithmetic. The material of the course is selected from 122 Standard German, Italian, French, and English composers.

The Normal Music Course.

(Published by Silver, Burdett & Company, Boston, New York, Chicago, Philadelphia.)

The Normal Music Course, as embodied by John W. Tufts in a progressive series of music readers and charts, was the first system to announce as a cardinal principle that music has an educational as well as a recreative value; and that the methods underlying the successful teaching of other branches are equally applicable to instruction in music.

No musical difficulties are introduced into a song unless previously taught in special preparatory exercises. Dictation exercises, by which the teacher is soon able to develop work from all pupils and to test the advancement of each, are one of its more valuable features.

For the lower grades of pupils not only are beautiful songs provided, but the study of simple forms of musical thought is never lost sight of. Unnecessary repetition of songs and exercises has been carefully avoided, and when a principle in tune or time has once been thoroughly established, it is used as an acquired fact. There is no duplication of ideas in this series. The work advances by easy steps, and without the insertion of intermediate matter, which simply retards the pupil's progress.

Besides being thoroughly pedagogical in method and development, the Normal Music Course is a masterpiece of musical composition, from the lowest to the highest book in the series.

In this series the limitations of young and immature voices are kept constantly in mind, and notes either too low or too high for the normal range of the pupil's voice have been consistently omitted.

To hold the interest of boys whose voices have changed or are changing, a score has been written for them, quite as varied as that for the upper parts. In grades where they would be unable to take the ordinary bass or tenor ranges, music is provided for them with the altos, or written up on the staff in the bass clef.

In this system the music work is brought very clearly into line with other grade work, thus enabling the regular teacher to take it up, as outlined by the special instructor, and to carry it on from grade to grade, systematically and with ease.

This system is notable also in the adaptation of the music to the words and the words to the music. They embody the same spirit and thought, and are not linked together merely because the meter of the two can be made to coincide.

There are in this course eight music readers; the First and Second, and the Introductory Third Readers; a Third Reader for Unchanged Voices; a Third Reader for Mixed Voices, and three books for high school use, entitled The High School Collection, The Aeolian (for female voices) and the Euterpean. The make-up of the series and its mechanical execution are of the best. Here and there a delightful marginal etching illustrative of the music and words of the song brightens the page and makes it artistically attractive. The two charts which accompany the Normal Music Readers are of forty pages each, and cover progressively, in the nine keys, all difficulties in tune and time, without the duplication of any of the exercises found in the respective readers.

The Greene School Music Course.

(Published by the Werner Book Co., New York, Boston, Chicago, Phila.)

This course when completed will comprise three books and two charts. Books one and two have already been published. The author, Mr. Charles H. Greene, Sr., has devoted thirty years to the teaching of music in schools, and these books and charts are the practical outgrowth of his long experience. Every one of the songs and exercises has been repeatedly tested in the school-room before being published. This, to thoughtful, intelligent teachers means a great deal—it means that nothing has been admitted into the course, except what is of direct, practical utility; it means that every lesson has been carefully adapted to the capacities of the pupils; it means that the books are *teachable* books.

The Greene Music Course does not claim to be a radical departure from time-honored traditions; on the contrary, it emphasizes strongly the methods pursued by the great teachers of the past, and by them considered the best. In this course the songs and exercises are adapted to the quality of the voices using them. Nothing can be more important. The author understands full well that children only five or six years of age should not be required to sing middle *C* and dwell upon tones near middle *C*. Therefore he has done what the old masters before him have done—he has taken *G* for the pitch of *one* at first, and developed the children's voices upward: as soon as their vocal organs have grown stronger, even before the close of the first year, he allows them to sing tones below the home tone *G*. By adapting in this way the work to the quality of the voices, and continuing it through all the grades, the annoyance occasioned by "fla ting" (falling below the pitch) is in a very great measure avoided.

All experienced teachers are aware that only a limited amount of work in vocal music can be done in the eight years below the high school. Special teachers are wise, therefore, if they can so arrange their work from the beginning to the end that no time shall be lost in singing what is unimportant or valueless. What is wanted is that a foundation should be laid, so broad and so clearly defined, that young people may build upon it in such manner that they may enjoy through life the beauty of good music and the pleasure of singing well. The Greene School Music Course is designed to assist teachers in laying such a foundation. From the beginning, the author has constantly endeavored to supply whatever is needed to encourage and direct both teachers and pupils; and he has been equally careful to reject whatever is of doubtful utility or of but inferior value and it is believed that there is not a song nor an exercise in the whole course but what is in the best degree applicable to the needs of the schools.

The Model Music Course.

(Published by the John Church Company, Cincinnati, New York and Chicago.)

The authors of this system are John A. Brockhaven and A. J. Gantvoort. In preparing this work their fundamental idea has been to bring the study of music down to the child, hence, the musical terms and phraseology have been simplified, so that nothing has been introduced which is beyond the comprehension of the child.

As the regular teacher is the one upon whom the duty of instructing the child mostly devolves, even where there is a special music teacher, the aim of the authors has been to make this system of great assistance to the regular teacher, and the result shows that this aim has been kept conscientiously in view throughout the series. The superintendent or principal will also find this course an assistance to him in supervising the school, enabling him to keep in touch both with the regular and special teachers of this study.

The methods are new and novel. While the words are childlike they are not childish, and they have been selected for their poetic and instructive merit. An interesting feature is the application, in certain exercises, of a line or verse of poetry to several melodies, each differing from the first of the group, in key and rhythm, as well as in tune, thus showing to the child how different forms of musical expression may be used to illustrate the same poetical idea. The manner in which two and three-part singing is introduced renders each part equally melodic and important, as it alternately becomes first, second, or third.

In the selection of the songs provision is made for all the occasions of school life, and in this way music is correlated with the other branches of study, by furnishing songs about patriotism, nature, animals, etc.

The series consists of a manual containing all the material for the first grade, with additional exercises, and explanations of the

whole series; a primer for the second year; a reader for each year of the primary, intermediate, and grammar grades, and two books for the high school. Each reader is divided into chapters; each chapter contains exercises and material for one month's work, and is subdivided into four lessons, embracing subject matter in each lesson for one week's study.

The American Music System.

(Published by King, Richardson & Co., Springfield, Mass.)

The aim of the American Music System is to simplify the study of music and place it on a level with other branches, within range and easy grasp of the regular grade teacher, thus enabling her to teach music successfully, though having only ordinary musical ability and no special training.

The author of the American system, Prof. Frederick Zuchtmann, who was for twenty years a prominent Boston teacher, realized that the teaching of vocal music should be adapted to climatic and atmospheric conditions, and that foreign methods could not be used in this country. He accordingly worked out the present system, which is based on the most modern and rational ideas. The instruction begins at the foundation of all vocal culture, by first teaching how to use the breath and properly develop the muscles of the vocal organs, thus securing a correct speaking tone, which prolonged produces the musical tone; while through accent rhythm and time are developed.

The work is practical, progressive, and well adapted to quicken and develop the child's perceptions of both time and tone.

Great care is taken to prevent any strain of the child's voice, the compass used at first being very limited.

The intervals of the scale are early introduced and so clearly explained that children can easily learn to sing in two parts in the scales of C, G, and F, before leaving the primary grades.

In the grammar grades all the scales, major and minor, are progressively developed, and all the elements of the notation gradually worked in. In this way the pupil masters the entire course step by step, and secures a thorough, practical knowledge of music and the ability to sing any music at sight, this result being brought about through the logical culture and development of the intuitive ideas of music and musical expression.

The course consists of Chart, Part 1, and Book No. 1 for Primary Grades.

Chart, Part 2, and Books Nos. 2 and 3 for the Grammar School Course.

Book No. 4, for the High School—Academic Course.

The Teachers' Manual.

Whiting's Public School Music Course.

(Published by D. C. Heath & Co., Boston, New York, and Chicago.)

This course consists of two series of music charts and six books.

The First Series of Charts—containing thirty pages—is used to illustrate the rudiments of music taught in the First Music Reader. The chart exercises are simple and well adapted to the capacity of the young beginners to practice successfully the exercises and songs in the First Music Reader. The second series—containing fourteen pages—is designed to illustrate advanced rudiments taught in the Second Music Reader.

In the last pages of the First Book will be found a goodly number of easy, interesting rote songs. These songs are to be taught in connection with the practice of exercises from the First Chart and the First Book. In writing the First Chart and the First Book exercises the author has been particular to avoid difficult and unsingable intervals. To a few of the chart exercises words are set to make the practice in that department all the more interesting.

The First Series Charts and the First Reader are designed to cover the ground of the first three years' study and drill. In well graded schools the Second Book is designed for the fourth year, the Third Book for the fifth year, the Fourth Book for the sixth year, the Fifth Book for the seventh year, and the Sixth Book—containing 256 pages—for the eighth and ninth years.

In towns where the schools are not well graded the Third Book (being supplementary to the Second, and containing no new rudimentary matter) may be omitted; with this omission the elementary course will be complete.

The printing at the beginning of each book a review of the elementary instruction given in the proceeding book is an important feature.

The class of one, two, and three-part songs and exercises is of the highest order, many of them selections from the best English, German, French, and American composers. The words are well adapted to the different grades. Hymn tunes for devotional exercises will be found in all books.

The elementary department is made very plain, and can be

taught successfully by the regular teacher, without the aid of a professional supervisor.

A short course in the first principles of harmony is given in the fifth and sixth books.

Sight Reading Music Books.

The John Church Company publish "The Palmer-Curtis Series" of music books. This series comprises a number of text-books and charts. The authors believe that "to teach music should mean to train, first the voice, then the ear, last of all the eye." Accordingly they aim to teach "first tones, then notes: to produce tones, to recognize tones, to see notes." Much care has been taken to make the series logical, following out these ideas. Dr. H. R. Palmer who has a wide experience as a trainer of classes in sight-singing has given special attention to have this detail of the work embody the results of successful practice.

The first book of the series is a manual on voice culture by Miss Emilie C. Curtis, entitled "Children's Voices: How Harmed and How Helped." It explains a method for training children's voices and ears in large classes, and is intended for use especially during the first school year, but also in connection with the other books of the series. A book of "Rote Songs" for the kindergarten and the first year in primary schools follows and is intended to accompany Miss Curtis' book. No. 3 is a "Manual for Teachers of Sight-Singing in Schools," by Dr. H. R. Palmer.

Five "Music Readers" are provided to be used by the pupils in sight-singing.

Were this series used the course would be about as follows: During the first half-year of his school life, beginning in the lowest class, the child is drilled in the proper use of his voice, the teacher following the principles and using the exercises contained in Miss Curtis' manual and the "Rote Songs;" the teaching during this period is entirely oral, no book being used except by the teacher. In the next half-year and to the end of the second school year the "First Primary Reader" is used. The "Second Primary Reader" is used in the third school year. This completes the primary course. The "First Intermediate Reader" follows. It contains a complete review (with entirely new exercises) of the ground covered by the "Primary" readers and continues the course, occupying one school year. The "Second Intermediate Reader" contains work for two school years and completes the technical part of the course. The "Advanced Reader" consists of glees, part-songs, and other vocal compositions which bring into active use the knowledge the child has gained in the preceding years.

The authors of the readers are Dr. H. R. Palmer, Miss Emilie C. Curtis, and Mr. Caryl Florio.

Text-Books.

Classic Languages.

In recent years there has been much talk of a decline of the importance of Greek in secondary education. On the one hand are the classicists of the old school who see with regret that Greek composition, thorough drill in the thousand and one rules and exceptions of Greek syntax, and other cherished idols of theirs are one after another shattered and supplanted by new aims. On the other hand are those misguided people who never felt the inspiring power of Hellenism and who fear that the study of English and of science does not receive sufficient attention where classic languages are fostered. Lastly, there are the "practical" people who are opposed to everything that does not increase the wage-earning power of the student. In spite of all this, Greek is not only holding its own, but is rapidly growing in favor and, unless all signs prove false, it will receive more attention than ever before. The progress of science and the predominance of materialistic pursuits will make it necessary to lay greater stress upon the development of the ideal side of human nature, lest the boys and girls of our secondary schools become one-sided materialists. Pedagogic wisdom will demand that æsthetic culture must be raised to a higher and more dignified place. And where else but in that language of eternal youth, where else as in Greek literature can be found a more effective means to this end? The Hellenic spirit gave a new intellectual birth to Europe and broke the fetters of dry dogmatism that had held her captive for centuries; its power is beginning to make itself felt again at the present where materialistic views are seeking to crush the ideal life of man and to convert the world into a soulless physical laboratory.

The leaders in the field of secondary and college education are fully alive to the needs of the hour. They recognize the need of

Greek. But they also see—and this is a noteworthy progress—that its educational value does not consist in the linguistic training *per se*. Greek compositions, they say, must go; hammering away at details and disheartening grammatical exercises is a waste of time; what we do want is to open to our pupils the beauties of Greek literature: *that* we consider the distinctive and proper object of Greek study in our schools.

The authors of *The First Greek Book** have the right conception of the place of Greek in the secondary school curriculum and have furnished a most excellent text-book for beginners. We cannot but agree with Mr. Collar who says: "After a careful reading of the book I do not know what it contains that could be spared, nor what I should wish to see in such a manual that is not embraced within its scope. * * * Brevity, which was evidently a constant aim in the selection, statement, and illustration of principles, and facts, proves not unfrequently almost irreconcilable with clearness and simplicity; but here they will be found successfully and happily united." Confusing details, bewildering masses of rules and definitions, and other stumbling blocks which are usually the cause that the interest of even the most youthfully-enthusiastic minds is lost before the study is fairly begun, have been carefully avoided. The book is well calculated to inspire and keep alive in the pupils a growing love for Greek. The learner is early introduced to practice in the reading of continuous text—the thing declared to be the essential work in Greek by the Committee of Ten. Dialogues, fables, and other reading exercises constitute an important feature and are given as early as possible and continued through the book. Another strong point in its favor is that the exercises for English-Greek translation have been made subordinate to the sentences to be translated into English. The pupil is to learn to read continuous Greek text in order to enjoy the great masterworks of Hellenic literature. No one expects him to translate English books into Greek. In the selection of reading exercises the authors have been particularly happy. The beautiful Rhoëian "Song of the Swallow," the selections from Æsop, Anabasis, Aristophanes, Cyropaedia, Memorabilia, Hellenica, etc., are well calculated to give the student a taste for more of the treasures of Greek. The arrangement of the grammatical part is in accordance with the best of modern pedagogic thought. The rules "from the easy to the difficult," and "from the simple to the complex" have been rigidly adhered to. Accordingly, the study of forms, for instance, begins with the verb, followed by the α -declensions of nouns. Review lessons are introduced at the end of every important division. The rules of euphony, tables of declension and conjugation, and the rules of syntax are given in the appendix. This is followed by special vocabularies of the reading and translation exercises, general Greek-English, and English-Greek vocabularies and a grammatical and a Greek index. "The authors," Mr. Collar says, "with the excellent equipment of sound knowledge and much experience in teaching the elements of Greek, have produced a book free from faults of excess and meagerness, designed with the right aim, built on just principles, and wrought out in its details with praiseworthy tact and skill." As regards the general appearance and mechanical make-up of the book it may be said that it is most tastefully and durably bound, printed in clear new type, with occasional classic illustrations; in short, a book equal to any of the best works published by the American Book Company.

After a pupil has passed the preparatory stage in the study of Greek and is fairly acquainted with the elementary principles of the language, he is ready to take up the reading of a classic author. Tradition has put Xenophon's *Anabasis* at the beginning and it is likely to remain there for many years to come. The difficulties that teachers have encountered in taking their pupils from the elementary work to the reading of *Anabasis* have given rise to a general demand for a bridge over the chasm. Gleason's *Gate to the Anabasis*** hence bids fair to enjoy the widest popularity among teachers and students of Greek. It is a book that will find a warm welcome in all schools that are preparing for the first book of the *Anabasis*. Its object, which has been carried out in a thoroughly practical manner, is "to disburden the text provisionally of its greater difficulties so that the learner may be introduced as early as possible to the study of connected prose, and be enabled to take up the complete text of the author much sooner than he would otherwise do." Mr. Gleason is an experienced and successful teacher of Greek and his assurance that his "Gate" is offered "only after a thorough trial in the class-room" is guarantee that its practical use will prove a most desirable help. A highly interesting feature are the "Colloquia" following the text of the "Gate." These seventeen pages are to be

* *The First Greek Book*. By Clarence W. Gleason, A. M., Master in the Roxbury Latin School, and Caroline Stone Atherton, A. M., late of the Roxbury Latin School. With an introduction by William G. Collar, A. M. (American Book Company, New York, Cincinnati, Chicago. 285 pp. \$1.00.)

** *The Gate to the Anabasis*. With Colloquia, Notes, and Vocabulary. By Clarence W. Gleason, A. M., Master in the Roxbury Latin School. With maps showing route of Cyrus and boundary of his Satrapy. (Ginn & Co., Boston. 45 cents. 106 pp. 12 mo., cloth.)

used for translation and practice in speaking Greek. They ought to prove an effective means of fixing the forms and syntax and what is more, they cannot but arouse a lively interest among the pupils. Six pages of notes, forty-two pages of vocabulary, and five pages of word groups complete the work.

Another new text-book for preparatory work in Greek has just come to hand, a fuller notice of which must be reserved for a later time. Its title is *A First Book in Greek*. By Frank Pierpont Graves, Ph. D., Professor of Classical Philology in Tufts College, and Edward Southworth Hawes, Ph. D., Head Instructor in Greek in the Academic Department of the Polytechnic Institute of Brooklyn. The Publishers are Leach, Shewell, and Sanborn, Boston, New York, Chicago. The price is \$1.00. (245 pp.)

Shakespeare's "Timon of Athens" is based upon Lucian's "Timon, a Misanthrope." That ought to be reason sufficient to take up the original text in the Greek reading lessons in secondary schools. An admirable edition of *The Timon of Lucian* (Fritzsche's Text) has been prepared by J. B. Sewall.* The text was used by the author in the recitations of a preparatory class, and the notes and grammatical references there found necessary and desirable have been embodied in the book. The vocabulary has been prepared with particular care and is well suited to give pupils a clear understanding of the peculiarities in the use of Greek words and phrases. Lucian is justly considered one of the most interesting of Greek writers, who, though born in Syria, is known to be unexcelled in purity of language by authors of his time. His fine satire in *Timon* upon the weaknesses of men as regards riches will please students particularly, as much of it is aimed at faults which they have observed in people with whom they have come in contact. The work will be enjoyed.

Gleason's *The Gate to the Anabasis* and Sewall's *The Timon of Lucian* are parts of the series of "School Classics," published by Ginn & Co., and edited under the supervision of William C. Collar and John Tetlow. Other recent works of this series, of which a fuller notice will be printed in a later issue of THE JOURNAL are the following Latin texts:

Erasmii Convivia et Conloquia Familiaribus Selecta. Edited with Notes and Vocabulary by Victor S. Clark, Lit. B., non-resident fellow, Chicago university. 197 pp.

Selections from *Viri Romæ*. With Notes, Illustrations, Maps, Prose Exercises, Word Groups, and Vocabulary. By B. L. D'Ooge, M. A., Michigan State Normal School. 326 pp.

Selected Lives from *Cornelius Nepos*. Edited for the Use of Schools with Notes and Vocabulary By Arthur W. Roberts, Ph. D., senior Classical Master of the William Penn Charter School, Philadelphia. 139 pp.

The American Book Company has published a beautiful new school edition of *The Lives of Cornelius Nepos*. The editor is Dr. Thomas B. Lindsay, professor of Latin and Sanskrit, in Boston university. The first edition of this book has met with much favor; the present one ought to enjoy even greater popularity. The text has been thoroughly revised, with Fleckeisen's revision of Halm's text (Leipzig, 1893) as a basis, and with due consideration of the Nepos literature of 1882-1895. The dates of the most important events have been inserted in the margin. The notes have been rewritten, and the grammatical references placed at the bottom of the text page and extended so that now they cover the grammars of Harkness, of Allen and Greenough, and of Gildersleeve. A number of new English-Latin exercises have been added. The vocabulary which covers almost 100 pages, has been somewhat enlarged by the insertion of proper names, and the few minor errors in the first edition have been corrected. The orthography is that of Brambach. Long vowels are so marked throughout and with very few exceptions the authority of Marx has been accepted. The book is well bound in cloth and is beautifully illustrated. (American Book Company, New York, Cincinnati, Chicago. 353 pp., \$1.10.) O. H. L.

NOTES.

Mention is made also of the publication of the following text-books for classes in classical languages and literature, some of which will be more fully described in a later number:

AMERICAN BOOK COMPANY: *Stories from Aulus Gellius*. Edited for sight reading by Charles Knapp, Ph. D., instructor in Latin, Barnard college, New York. 93 pp. Strong paper covers. 30 cents.

GINN & COMPANY: *The New Gradatim*. (Second revision of *Gradatim*). A revision with many additions and omissions, of Heatley and Kingdon's "Gradatim," an easy Latin translation book for beginners, prepared by Wm. C. Collar, headmaster of the Roxbury Latin school, Boston. 189 pp. durably bound. *The Roman Pronunciation of Latin*: Why we Use it and How to Use it. By Frances E. Lord, professor of Latin in Wellesley college. 58 pp. Cloth. 40 cents. *Homer's Odyssey, Book VI*. Edited for the use of schools. By Chas. W. Bain Instructor in Greek, University School, Petersburg, Va. (School Classics.) 87 pp. Cloth.

W. B. CLIVE, London and New York: *Cicero: De Senectute*.

**The Timon of Lucian*. Fritzsche's Text. With Notes and Vocabulary. By J. B. Sewall, Headmaster in Thayer Academy, Braintree, Mass. (Ginn & Company, Boston and London. 145 pp. 12mo., cloth.)

Edited by A. H. Allcroft, M. A. Oxon, and W. F. Masom, M. A. Lond., with notes. (The University Tutorial Series.) 102 pp. 40 cents. Cloth.

ALLYN & BACON, Boston: *A Latin Grammar*. By Charles E. Bennett, professor of Latin in Cornell university. 265 pp. durable binding. Introductory price: 80 cents.

MACMILLAN & CO., London and New York: *Essentials of New Testament Greek*. By John H. Huddleston, A. B. (Harv.), instructor in Greek in Northwestern university. (For Sunday-school workers and other Bible students.) Part I.—Lessons: Text. Part II.—Grammar. Complete in one vol., of 233 pp. Cloth binding. 75 cents.

LEACH, SHEWELL & SANBORN, Boston, New York, and Chicago: *Selections from the Letters of the Younger Pliny*, edited, with notes and introduction, by Samuel Ball Plantner, Professor of Latin in the Western Reserve University. (The University Tutorial Series.) 92 pp. 25 cents. Paper. *Fifty Selections from Valerius Maximus*, edited with notes and introduction, by Charles Sidney Smith, A. M., Instructor in Latin in the College of New Jersey. (The University Tutorial Series.) 56 pp. 25 cents. Paper. *P. Terenti Phormio*. With notes and introductions (based, in part, upon the 2d edition of Karl Dziatzko). By Herbert Charles Elmer, Ph. D., Assist. Professor of Latin in the Cornell University. (The Student's Series of Latin Classics.) 165 pp. \$1.00. Cloth.

School Music.

The Child-Voice in Singing. Treated from a physiological and practical standpoint and especially adapted to schools and boy choirs. By F. E. Howard, Supervisor of Music in the Public Schools and Choirmaster of St. John's Church, Bridgeport, Conn. (Publisher: Edgar S. Werner, 108 East 16th St., New York City. Price: \$2). At last there is a thoroughly helpful treatise on the physiological characteristics of the child-voice with soundly practical suggestions as to its management. Such a work has long been wanting. There are a large number of valuable treatises on the general subject of voice-culture, but none that devotes itself especially to the psychology of the child-voice. Mr. Howard is right when he says that "the chief difficulty experienced by teachers and instructors of singing, in dealing with children, lies in the assumption, expressed or implied, that their voices are to be treated as we treat the voices of adults—adult women; but the vocal organs of the child differ widely from those of the adult in structure, strength, and general character, and as a consequence, there is a marked difference in voice." The author gives in this book the result of several years' experience in teaching, and of careful study of children's voices. The chapters on "How to Secure good Tone" and "Mutation of the Voice," are particularly interesting and each alone is worth the price of the whole book. Besides there are discussions of various mistakes frequently made in teaching singing in schools, chapters on "Physiology of the Voice," "Registers of the Voice," "Compass of the Child Voice," "Position, Breathing, Attack, Tone-Formation," "Vowels, Consonants, Articulation," etc. Teachers who teach singing can hardly afford to do without this book. The training of the child-voice is founded upon physiological laws that must not be disregarded. Mr. Howard has supplied a real want with his treatise which it is to be hoped will be widely read and discussed. L.

MISCELLANEOUS.

To treat of a literature as rich as is the German in the limits of a small volume, as has been done in *A Handbook of German Literature*, is a most difficult task. This book, written by Mary A. Phillips, has been revised and an introduction added by Prof. A. Weiss, of the Royal Military academy at Woolwich. The object of the book is to supply a want which the author believes to be felt by many teachers and learners of German in our schools of placing in the hands of the pupil a text-book which may serve as the bases of lessons, and furnish a useful introduction to German literature. It could be read very profitably in connection with the reading of poems in the original by the various authors. (Macmillan & Co., New York. \$1.00.)

Those who have used Philip Van Ness Myers' "Eastern Nations and Greece," will look for and find just as helpful and interesting a text-book in *A History of Greece*, by the same author. The two hundred pages of reading matter in the first named volume have been expanded in this to over five hundred, giving room for more detailed treatment of many things connected with this great ancient people. This book is intended for more mature readers than those for whom the earlier work was written, but the same plan was followed—to give prominence to the permanent elements only of Greek history. The author has taken into account in writing the history the recent archeological discoveries on Greek soil and has traced the development of the Athenian constitution in the new light afforded by the lately found Aristotelian treatise. There are also special chapters on art, literature, philosophy, and social life of the Greeks. Numerous illustrations are given of buildings, statuary, etc., and fine colored maps of Greek territory at different times during the history. It

is a most useful book either for the school or the library. (Ginn & Co., Boston.)

That experience is a dear teacher is proven every day by people who get into all sorts of business difficulties simply because they do not take the precautions that law and common prudence require. There are certain business forms that must be followed and young people should become familiar with them. Prof. Seymour Eaton, head of the business department of the Drexel institute, has had long experience in teaching these to large classes, and he has covered the whole subject in his recently published book entitled *Banking, Transportation, and Foreign Trade*. It takes in a wider range of business than any similar book that we have ever seen, and explains the processes (some of them quite complex) of each in detail. The forms of notes, drafts, checks, insurance policies, bonds, stock certificates, etc., are given in fac-simile. No matter what the student's calling is to be, he ought to make a study of this subject, as he does not know at what time he may be called upon to perform the business operations described in this book. As a text-book for higher schools and colleges, this volume can scarcely be too highly commended. (P. W. Ziegler & Co., Philadelphia.)

Prof. Homer B. Sprague's edition of *The Lady of the Lake* in the Studies in English Classics Series, contains a chronology of Scott's life and works, explanations and abbreviations, outline of biography of James V., an estimate of the character of James V., suggestions on how to study literature, topics for essays, an index, and maps of the scene of the poem. The notes are intended to stimulate rather than supersede thought. This book, like all the others in the series, is bound in red cloth with red edges, with the title, monogram of the firm, etc., stamped on the covers. (Silver, Burdett & Co., Boston. Introductory price, 48 cents.)

Maynard's English Classic series are so well known to the schools for their excellent print, accurate text, handy shape, notes, and introductions that they scarcely require commendation. Nos. 162-163 is the first chapter of that wonderful work, *Macaulay's History of England*, and in 188-159 are given some choice *Essays of Charles Lamb*. (Maynard, Merrill & Co., New York. Mailing price, 24 cents each.)

New Books Received.

FOR TEACHERS AND SCHOOLS.

D. C. HEATH & Co.—The Connection between Thought and Memory. By Herman T. Lukens. (\$.90)—The A den Shakespeare Tragedy of King Richard II. (\$.40)—The Tragedy of Hamlet, Prince of Denmark. By E. K. Chambers, B. A. (\$.40)—English in American Universities. By William Morton Payne. (\$1.00)
GINN & Co.—Little Nature Studies. By Mary E. Burt.—Chemical Experiments, General and Analytical. By R. P. Williams.—All the Year Round—Spring. By Frances L. Strong.—Plane and Solid Geometry. By Wooster Woodruff Beman.

N. E. PUBLISHING Co.—Songs And Song Games. By M. E. Cotting. (\$.25).
MACMILLAN & Co.—Practical Inorganic Chemistry. By G. S. Turpin. \$.60)—The Chemist's Compendium. By C. J. S. Thompson. (\$1.00).—Elementary Measurement. By F. H. Stevens, M. A. (\$.60)—The Mercantile System and Its Historical Significance. By Gustav Schmoller. (\$.75).—Old Testament History. By The Rev. T. H. Stokoe, Part I. (\$.60).—Primer of the History of Mathematics. By W. W. Rouse Ball. (\$.65).
AMERICAN BOOK Co.—A Complete Manual of the Pitman System of Phonography. By Norman P. Hefley.
SILVER, BURDETT & Co.—Lessing: A Brief Account of his Life and Writings. By Eurette A. Hoyles.—Twilight Stories. By Elizabeth E. Foulke.
FREDERICK WARNE & Co.—The Royal Natural History. By Richard Lydekker.
WILLIAM R. JENKINS.—First Course in French Conversation. By Charles P. Du Crique. (\$1.00).—La Frontiere. By Charles A. Eggert. (\$.25)—Les Miserables. By A. de Rougemont, A. M. (\$1.50).
MILTON BRADLEY Co.—Myths and Motherplays. By Sara E. Wiltse. (\$1.00).
SCHOOL OF EXPRESSION.—Expression. By S. S. Curry.

Program of Department of Superintendence.

February 18-20.

TUESDAY.

Opening exercises and matters of business.

Problems of Detailed Supervision.

2. "What is the True Function or Essence of Supervision?" C. A. Babcock, superintendent of schools, Oil City, Pa. Discussion: Supt. F. Treudley, Youngstown, Ohio, Supt. J. H. Phillips, Birmingham, Ala.

2. "What is the Best Use that can be made of the Grade Meeting?" Edward C. Delano, assistant superintendent of schools, Chicago, Ill. Discussion: Supt. H. E. Kratz, Sioux City, Iowa.

3. "Courses of Pedagogical Study as Related to Professional Improvement in a Corps of City Teachers." W. S. Sutton, superintendent of schools, Houston, Tex. Discussion: Supt. E. H. Mark, Louisville, Ky.

How Shall the Best Schools be brought to the People in the Rural Districts?

1. "Some Social Factors in Rural Education in the United States." B. A. Hinsdale, chair of pedagogy, University of Michigan. Discussion by the members of the committee on rural schools, led by Supt. L. B. Evans, Augusta, Ga., chairman sub-committee on supervision.

EVENING ADDRESSES.

"The Vocation of the Teacher." J. G. Schurman, president Cornell university, Ithaca, N. Y.

"The University and the State in the South." Edwin A. Alderman, chair of pedagogy, University of North Carolina.

WEDNESDAY.

Co-ordination, Correlation, and Concentration.

1. "The Necessity for Five Co-ordinate Groups in Course of

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The Appetite
Makes the
Weak Strong.

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Study." W. T. Harris, U. S. commissioner of education. Discussion: Herman T. Lukens, Clark university, Mass.

2. "What Correlations of Studies seem Advisable and Possible in the Present State of Advancement in Teaching?" C. B. Gilbert, superintendent of schools, St. Paul, Minn. Discussion: Supt. W. P. Burris, Bluffton, Ind.

3. "Concentration of Studies as a Means of Developing Character." Charles De Garmo, president of Swarthmore college, Pa.

1. "Isolation and Unification as Bases of Courses of Study." E. E. White, ex-superintendent of schools, Cincinnati, Ohio. Discussion: S. N. Inglis, state superintendent of public instruction, Illinois.

2. "Organic Relations of Studies in Human Learning." W. N. Hailmann, superintendent of Indian schools. Discussion: J. M. Williams, principal of normal school, Jasper, Fla.

3. "Some Practical Results of Child Study." A. S. Whitney, superintendent of schools, East Saginaw, Mich.

The Influence of the Kindergarten Spirit upon the Public Schools.

"On Higher Education." James L. Hughes, inspector of schools, Toronto, Ont.

"On the Elementary School." F. W. Parker, principal of Cook County normal school, Illinois.

THURSDAY.

Ideals in Education.

1. "What Should the Elementary School Accomplish for the Child?" Miss N. Cropsey, assistant superintendent of schools, Indianapolis, Ind. Discussion: Miss E. C. Davis, supervisor of schools, Cleveland, Ohio, Arnold Tompkins, chair of pedagogy, University of Illinois.

2. "What Should the High School do for the Graduate of the Elementary School?" F. Louis Soldan, superintendent of schools, St. Louis. Discussion: Pres. Joseph Swain, Indiana university.

3. "What Should the College and University do for the Graduate of the High School?" James H. Baker, president of the University of Colorado. Discussion: Supt. O. H. Cooper, Galveston, Texas.

Round Tables.

1. "City Superintendents." James M. Greenwood, superintendent of schools, Kansas City, chairman and leader in discussion.

2. "State Superintendents." Charles R. Skinner, state superintendent of New York, chairman and leader in discussion.

3. "County Superintendents." Joel D. Mead, county superintendent of Duval County, Florida, chairman and leader in discussion.

4. "National Herbart Society." John Dewey, department of philosophy, Chicago university, chairman and leader in discussion.

5. "The Spelling Problem." Edward R. Shaw, School of Pedagogy, New York university, chairman and leader in discussion.

"Some Educational Questions Pertaining to the New South." J. L. M. Curry, agent Peabody fund.

Reports of Committees.

Hotel St. James, Jacksonville, Florida.

Hotel St. James needs no introduction to visitors to Florida. From a small beginning, in 1869, it has increased in size and added to its appointments with increasing popularity. It has more than seven hundred feet of veranda for promenade; the location is unsurpassed, being on the highest ground in Jacksonville, facing the St. James Park; it has accommodations for five hundred guests; the table is supplied with carefully filtered rain water, absolutely pure, with artificial ice made from distilled water; and the choicest meats, fruits, and vegetables from Northern and Southern markets.

There are telegraph and ticket offices in the house where tickets may be bought and baggage checked to all points. An exceptionally fine orchestra furnishes music morning and evening, and on Saturday evenings an informal hop is given in the parlors.

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The house is fitted with electric lights, electric bells, and steam heat in halls and public rooms. There are bath rooms en suite, and an elevator, and in fact everything which will conduce to the comfort and convenience of its guests is thought of and provided by a generous management. The members of the Department of Superintendence will have the special rate of \$3.00 per day.

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Hotel Placide, Jacksonville, Fla.

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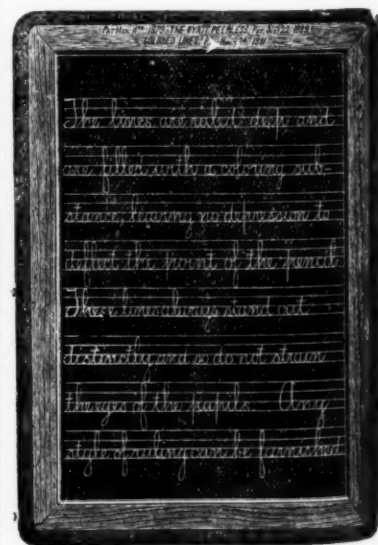
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It is altogether probable that a large number of the superintendents will make some excursions from Jacksonville when the meeting is over. Here are a few points of interest:

The West Coast of Florida presents many very interesting features to the Northern visitor. From Charleston to Jacksonville the cars have been on the "Plant system," and of this a good deal could be said, for it is the work of a man who has done wonderful things for public pro-

gress and public benefaction at the South—Mr. H. B. Plant. Few men at the South have labored so long and unselfishly, and few are as much admired as he is.

Mr. Plant has developed Tampa remarkably, believing it has a future. When the isthmus canal is built Tampa will be the American city that will feel its influence, and the canal will be built in less than ten years. Tampa is about eight hours from Jacksonville—but an hour of this time is spent at Silver Springs, one of the wonders of Florida.

The three things that give Tampa its celebrity besides the future that will open when the canal is done, are the cigar factories, the great hotels, and the Cuba steamship lines. In a near suburb are immense cigar factories; the wages paid the workmen (all from Cuba) will amount to five million per year. There are fine steamers to Havana and Key West and the distance by these swift vessels is not great. The reason the tide of travel reaches Tampa is the mild climate of the Gulf Coast of Florida.

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The Tampa Bay Hotel is really a wonderful structure. On the banks of the Hillsborough river this hotel has been erected. It is over 1,200 feet long, fire proof, of light and graceful Moorish architecture. It is in a park of 150 acres of groves, avenues, gardens, and fountains. Its parlors, music, and dining halls, baths, and electric lights surprise and bewilder the beholder.

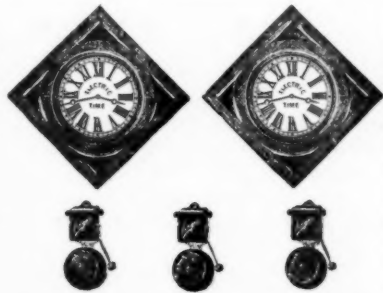
WINTER PARK HOTEL.

Another hotel on the "Plant system" is the Seminole hotel at Winter Park, which is in the midst of the lake region of Florida and has an altitude of over a hundred feet above tide water. There are lakes in front of the hotel and behind it, to the left and to the right—lakes of clear, fresh



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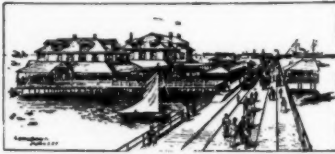


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From this it will be seen that the Atlantic Coast Line not only leads to Jacksonville, but to an immense territory beyond well worth visiting by the school superintendents.



THE INN.

Railroad Arrangements.

(FROM THE OFFICIAL PROGRAM.)

THE SOUTHERN STATES PASSENGER ASSOCIATION and the CENTRAL TRAFFIC ASSOCIATION have agreed to sell tickets from points within their territory to persons attending the meeting of the Department of Superintendence on February 18, 19, and 20, 1896, under the following conditions:

First.—Each person desiring the excursion rate must purchase a first-class ticket (either limited or unlimited) to the place of meeting, for which he will pay the regular fare, and must obtain from the ticket agent a printed certificate of purchase of the standard form.

Second.—If through tickets cannot be procured at the starting point, parties will purchase to the nearest point where such through tickets can be obtained, and there purchase through to place of meeting, requesting a certificate from the Ticket Agent at the point where each purchase is made.

Third.—Tickets for the return journey will be sold by the ticket agent at the place of meeting, at one-third the first-class limited fare, only to

those holding certificates signed by the ticket agent at point where through ticket to place of meeting was purchased countersigned by the signature of R. E. Denfield, Secretary, Department of Superintendence, of the National Educational Association, certifying that the holder has been in regular attendance at the meeting and *vised* by the Special Agent of the Southern State Passenger Association who will be in attendance.

Fourth.—Tickets for return journey will be furnished only on certificates procured not more than *three* days before the meeting assemblies, nor more than *three* days after the commencement of the meeting, and will be available for continuous passage only; no stop-over privileges being allowed on tickets sold at less than regular unlimited fares. Certificates will not be honored unless presented within *three* days after the adjournment of the meeting. It is understood that Sunday will not be reckoned as a day.

Fifth.—The certificates are not transferable. No concession on rates will be made in case of failure to secure certificate of purchase.

Sixth.—Similar concessions have been made by most other associations throughout the country and it is now believed that all will finally make concessions. Delegates must take receipts from the lines on the territory of each Passenger Association.

From a few points in the United States, tourist tickets will be found preferable to certificate rates, chiefly on account of stop-over privileges thereby obtainable.

Since the printing of the permanent program, concessions similar to those made by the Southern States Passenger Association and the Central Traffic Association have been agreed to by the Western Lines Passenger Association, covering the entire West and Northwest, the Trunk Line Association, and the New England Passenger Association. The conditions in these latter cases are similar to those printed with reference to the Southern States Passenger Association and the Central Traffic.

HOTELS.

Windsor, headquarters of the department, \$3.00; Everett, \$3.00, \$2.50, two in a room; St. James, \$3.00; Placide, \$3.00; New Duval, \$2.50, \$2.00 two in a room; Geneva, \$2.50; Carleton, \$3.00; St. Johns, \$1.50.

The city of Jacksonville has given ample assurance that she will do all she can to make our stay there pleasant and profitable. Several free excursions particularly on the St. Johns river and to the Atlantic, have been arranged by the city; while the railroads have arranged for many others at a very low rate of fare.

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is prevalent at all seasons of the year, but can be avoided largely when they are properly cared for. *Infant Health* is the title of a valuable pamphlet accessible to all who will send address to the N. Y. Condensed Milk Co., N. Y. City.

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Consumption.

A half hour was spent with Dr. Robert Hunter who has for forty years been the sole exponent of the germ theory of consumption, now accepted by the medical profession throughout the world as the only correct theory.

Dr. Hunter, medical scientist, editor, and author, after a period of research extending over half a century, explains to the world his perfected discovery of a specific remedy for this heretofore dread malady—a scientific discussion of the disease, its cause, treatment, and cure.

The recent publications in regard to consumption led to the seeking of an interview with Dr. Robert Hunter, the consumption specialist, of No. 117 West Forty-fifth street, this city.

The writer, on being ushered into the presence of Dr. Hunter, was immediately impressed by his strong personality.

The history of Dr. Hunter is an interesting one. He was one of the first consumptive specialists of this country, and has been engaged in active research in this field for over fifty years. He was in 1855 the editor of "Hunter's Medical Specialist and Journal of Diseases of the Chest," which had for its motto, "The cultivation of a spirit of free inquiry, which is not shackled by usage or tradition, and, while it has all due reverence for the labors of the past, finds their best use in furnishing material for greater progress in the future." It was a masterpiece in its line, and nothing abler has since been contributed to this branch of medical literature. He is also author of "The Principles and Practice of Inhalation," "The Story of Consumption and its Treatment," and numerous pamphlets concerning consumption and its treatment. He is a recognized leader in the medical profession, in the scientific investigation of this disease, his statements concerning it being accepted as undisputed authority. He adopted the germ theory of Martin, Barron, Carmichael and Lanza in 1851 after a thorough investigation, and has since then successfully maintained it as the only doctrine that embodied the true cause of consumption.

This germ theory is now the accepted doctrine of the medical profession throughout the world. But it was not until forty years after Dr. Hunter proclaimed it in the "specialist" that its indisputable truth was demonstrated by finding the particular germ that causes consumption in the sputum and tissues of the lungs of those afflicted, and the profession forced to publicly adopt it. "To cure consumption," said Dr. Hunter, "it is necessary to discover and apply to the germ infested parts remedies sufficiently powerful to destroy and expel the germs. Such remedies can be applied to the germs only by inhaling them into the lungs, where all the danger lies." His efforts became centered on this one purpose to discover such a remedy, and he has now perfected his cure, which is proved beyond doubt by the patients in all parts of the Union giving grateful thanks for its healing and life saving power in their cases. No medical discovery, we will venture to say, of our day is destined to create so profound a blessing throughout the whole world as this perfecting of a remedy and certain cure for consumption by so eminent and celebrated a physician as Dr. Robert Hunter. His mind seems a veritable storehouse of medical facts and clinical experience in all that pertains to the lungs and their diseases. He has recently invented an instrument for expanding and strengthening weak and obstructed lungs, thereby improving their breathing and resisting power, and finds it of great value in the less advanced stages of lung diseases.

The doctor has published his discoveries

and described the application of his treatment in a pamphlet, which readers of THE SCHOOL JOURNAL may obtain without charge by addressing him at his residence, 117 West Forty-fifth street, New York.

EARL HARLAN.

New York World, Sept. 6.

NOTE.—In the next issue of THE SCHOOL JOURNAL Dr. Hunter commences a series of extracts from his lectures on consumption and its curability.

Literary Notes.

The poet-laureateship is supposed to be worth £7,000 a year to its possessor. This means that the holder of the laureateship will be able to sell £7,000 worth of his poems every year, whereas if he did not possess the title he might not be able to sell as many hundreds. But we are old enough to remember the time when Lord Palmerston gave one Close, a north country rhymist, a pension of £50 a year, and all England roared with laughter. Poor Close was maudlin and feeble almost to imbecility, and Lord Palmerston was obliged to cancel the grant. All this proves that government grants are not always given for merit, and although the poet-laureate may be selected because he is supposed to be the best poet in England, yet the case of Close carries with it a moral—and a reminder.—San Francisco News Letter.

All who own the *Encyclopedia Britannica*, as well as those who contemplate purchasing it, should procure the *Guide to Systematic Readings* published by the Werner Co., Chicago. It was originally intended for circulation exclusively among the 60,000 members of the Home University League, but arrangements have been made to supply it to all who wish the work at a cost of \$2.00 a copy postpaid.

Old Faiths and New Facts is the title of a suggestive work by W. W. Kinsley, published by D. Appleton & Co.

In the book by Arnold Tompkins (Ginn & Co.) on *The Philosophy of Teaching*, the subject is treated under the three divisions, "The Teaching Process," "Aim in Teaching," and "Method in Teaching." The ground is covered clearly and concisely.

D. Appleton & Co. publish a remarkably fine art work entitled *Annals of Westminster Abbey*, by E. T. Bradley (Mrs. Murray Smith), with an introduction by her father, Dean Bradley. The book contains nearly 200 illustrations by W. Hatherell, R. I., and H. M. Paget.

Silver, Burdett & Co. have issued *The Wise Men of Ancient Israel and their Proverbs*, by Prof. Charles Foster Kent, Ph.D., of Brown university. It is a scholarly exposition on one of the three great classes of leaders of ancient Israel.

One of the most important works lately issued by Charles Scribner's Sons is Holden's *Mogul Emperors of Hindustan*.

Leading Events of the American Revolution is the title of a 32-page booklet containing over 500 brief descriptions of events with dates—all for ten cents—issued by *The Spirit of '76*, of No. 14 Lafayette Place, New York city. The book contains two separate arrangements of each date; one being alphabetical and the other by days.

C. B. Scott, for several years in charge of nature study in the schools of St. Paul, Minn., now of the normal school of Oswego, N. Y., has written a book upon *The Child with Nature*, which is published by D. C. Heath & Co., Boston.

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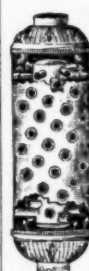
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New Books.

Among the most welcome volumes that the year brings with it, are the bound numbers of *St. Nicholas*. Nearly all the matter in this magazine will be just as interesting and just as valuable ten years from now as it is to-day. The best writers of periodical literature contribute to its pages, and the illustrations are always first-class. Volume XXII. of the magazine is contained in two large books of over five hundred pages each. The more important series of articles include "American Authors," by Professor Brander Matthews, in which are sketches of Bryant, Emerson, Hawthorne, Longfellow, Whittier, Holmes, and Lowell; "Rhymes of the States," illustrated pages with verses giving the characteristics of our states, written by Garrett Newkirk and illustrated by Harry Fenn; "Hero Tales from American History," by Theodore Roosevelt, with illustrations by W. H. Drake; "Quadrupeds of North America," by W. H. Hornaday. The series of "Jingles," with the illustrations will greatly please the younger readers. "Jack Balister's Fortunes," an exciting sea story, has run through the numbers; also "A Boy of the First Empire," a historical tale in which Napoleon figures, by Elbridge Brooks. It would be impossible to mention all the features. Some of the authors who have contributed are: C. F. Holder, H. H. Boyesen, Margaret Johnson, Helen Gray Cone, Rudyard Kipling, Edith M. Thomas, Frank J. Carpenter, Frank Dempster Sherman, John Kendrick Bangs, and others equally well known. The books are handsomely bound. (The Century Co., New York.

The fiftieth volume of *The Century*, containing the numbers of the magazine for the past six months, has appeared. History, biography, art, and science have adequate treatment, as well as fiction and the lighter things. Perhaps the most notable feature of the volume is Professor William M. Sloane's "Life of Napoleon," which reaches the most exciting portion of the great conqueror's career. There is a profusion of illustrations, including not only reproductions of famous masterpieces of painting, but also many drawings made for the work by French, English, and American artists. A suggestive contrast in the character of the two Napoleons is furnished by Miss Anna L. Bicknell's interesting reminiscences of "Life in the Tuileries Under the Second Empire." A paper that has attracted wide attention all over the world is "The Battle of the Yalu," by Philo N. McGiffen. Commander McGiffen, who was in charge of the Chinese warship *Chen Yuen*, is the first representative of western civilization to take part in a naval engagement between vessels armed with modern guns and equipments. Supplemental to this paper is "Lessons from the Yalu Fight," by Captain Alfred T. Mahan, the great naval historian and tactician. Max Nordau is represented by a lively "Answer to My Critics," while Professor Cesare Lombroso discusses the value and the errors of Nordau's "Degeneration," which was dedicated to him. In the line of fiction there are the closing portions of Marion Crawford's "Casa Braccio," the whole of Julia Magruder's "Princess Sonia," and many short stories by favorite writers. There is much in the volume that one needs in his library for permanent reference. (The Century Co., Union Square, New York. \$3.00.)

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Interesting Notes.

We learn that the contract for book covers for the New York city school libraries has been awarded to the Holden Patent Book Cover Co., of Springfield, Mass. This is a just tribute to a most excellent article and shows a proper appreciation of the integrity of their business methods in selling to all school boards at one uniform price. There is a great temptation in submitting bids to lower the price and adulterate the material, but for over twenty years this company never *have* and say they never *will*.

On the Western slope of Pike's Peak, about twenty miles away in a direct line, lies Cripple Creek, now the leading gold-mining camp of Colorado. It is not to be mentioned as a health resort, as it is 9,500 feet high and much exposed; nor should the invalid even visit it without his physician's consent. But it is an interesting place for a robust man. Its mines, which for so long were looked upon as not likely to amount to much, really do amount to a good deal, as any one who cares for statistics may learn by consulting a mining broker. Lying as it does within the limits of El Paso county, it has thrown much business into Colorado Springs, the county-seat. Some people near and far have made money out of these mines. One, a carpenter, who used to work in the Springs for \$3 a day, now owns the whole Independence mine, and draws from \$40,000 to \$100,000

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from it each month. During the first four months of 1895 his income from various mining properties was \$600,000. As an offset to this man's luck, it should be said that many persons, visitors in Colorado as well as permanent residents, have invested much money in mines which they could not well afford to lose.—February *Scribner's*.

A. S. Barnes & Co., of New York, who have in a comparatively short time made a great name as ink manufacturers, have sold out their business of ink, mucilage, and pens to a Philadelphia house who will run it under the name of the Barnes National Ink Co., 222 North 5th street, Philadelphia, Pa.

South America is well called the "neglected continent." Five millions of its estimated population of thirty-seven millions are Pagan Indians. The total number of missionaries of all societies is about four hundred.

The value of the Cortina method for teaching English-speaking people to speak French or Spanish is attested by the fact that the first prize was awarded it at the Columbian exposition. We lack the space to explain it in detail, but it is sufficient to say that conversation in the language to be learned, between teacher and pupil, plays a large part, and there is also a free use of the blackboard for illustration. A little circular fully explaining the method may be obtained by addressing the Cortina School of Languages, 111 West 34th street, New York. After reading this one will no longer wonder at the remarkable success of the method.

Pope Leo lives on what the Americans would call the third floor of the Vatican. Marion Crawford, writing of "Pope Leo XIII. and His Household," in the February *Century*, says: "To the Pope's bedroom only his private valet and his secretaries have access. It is of small dimensions, and contains only a bed, in an alcove adorned with graceful marble columns, a writing-table, an arm-chair and kneeling-stool, and one wardrobe."

The rapid increase in the use of electric power in New York city is believed to be without parallel, and is illustrative of the manner in which central stations are ceasing to be merely purveyors of light, and are becoming more and more reservoirs of current for all kinds of uses, including the operation of machinery and the supplying of heat and ventilation. The Edison stations in New York to day find a large proportion of their business to relate to the supply of current for motors. In January, 1895, the company had connected to its mains 7,615 horse-power of electric motors, but at the end of October the figures had risen to 11,263 horse-power, showing an increase of 3,648 horse-power in the short period of ten months. It would appear that as much as one-third of the capacity for consumption of current now connected to the company's mains lies in electric motors, some of which run as high as 40 horse-power.

The writer knows that the Caligraph does satisfactory work for he uses one himself. As to its durability, all users testify to that. One operator calls attention to the perfection of the alignment of his machine after using it ten years. Another says he has only spent five dollars in repairs in twelve years. The manufacturers aptly compare it to the "One-Hoss Shay," that had no weakest part. With this unquestioned merit of simplicity of construction and durability, it combines the essential qualities of a good, rapid, first-class writing machine. For full information in regard to it, write to the American Writing Machine Co., 237 Broadway, N. Y.

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